DOCUMENT RESUME

ED 038 077 FL 001 735

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TITLE	An Annotated Bibliography of Integrated FLES Teaching Materials. Information for Elementary Administrators and Foreign-Language Specialists in the Elementary School.
INSTITUTION	Indiana Univ., Bloomington. Indiana Language Program.
SPONS AGENCY	Ford Foundation, New York, N.Y.
PUB DATE	69
NOTE	96p.
EDRS PRICE	EDRS Price MF-$0.50 HC-$4.90
DESCRIPTORS	*Annotated Bibliographies, Audiolingual Methods, Audiovisual Aids, Elementary Schools, *Fles, Fles Guides, Fles Teachers, French, German, *Instructional Materials, *Language Instruction, Language Programs, *Modern Languages, Second Languages, Spanish, Textbook Evaluation

ABSTRACT

This annotated bibliography of integrated FLES materials in French, Spanish, and German is designed to help teachers and administrators select classroom materials. Each of the major sections lists principal publishers and programs with current prices for each component. Subclassifications discuss: (1) time allotment, (2) teacher training requirements, (3) method, (4) content, (5) teacher's manual, (6) student book, (7) articulation, (8) visual aids, (9) audio aids, and (10) general comments. Appendixes contain a material evaluation guide, additional bibliographic citations for programs of less than two years' duration, and the National Association of State Directors of Teacher Education and Certification-Modern Language Association of America (NASDTEC-MLA) minimal objectives for modern foreign language teachers. (RL)

ED038077

AN ANNOTATED BIBLIOGRAPHY OF INTEGRATED FLES TEACHING MATERIALS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Information for Elementary
Administrators and Foreign-
Language Specialists in the
Elementary School

Compiled by Helen B. Miller

Edited by Lorraine A. Strasheim

A Joint Project of the Indiana Language Program and the Indiana State Advisory Committee Subcommittee on FLES

The Indiana Language Program
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1969

FL 001 735

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Preface

Before the late 1967 adoptions of textbooks by the Indiana State Textbook Commission each foreign-language group in the state appointed a committee to review all available materials for the secondary school and to submit recommendations to the State Foreign Language Consultant. This approach served to assist the State Superintendent of Public Instruction and to provide professional involvement in an area vitally affecting the foreign-language teachers of Indiana

FLES materials are not included in the state laws for textbook adoption and thus there has been no source of information on FLES teaching materials on a state level. Because there has also been no recent publication of FLES teaching material information by any of the national professional organizations, the Indiana Language Program recommended to the State Advisory Committee Subcommittee on FLES that it undertake this project with the Program's assistance and support.

Comments from foreign-language specialists, teachers, and consultants regarding either the use of the materials contained in the bibliography or the identification of new programs as they become available will make it possible for a "global" reappraisal of this effort and to prepare for an "updating" of this effort in another three or four years. Comments and information may be sent (with complete program information) to the Indiana Language Program or to the State Foreign Language Consultant, State Office Building, Indianapolis, Indiana.

This bibliography has made every attempt to show what programs can do--not what they cannot do. Teachers making selections can thus use this list to see which programs appear to relate to the objectives they have determined and order these for further inspection and evaluation.

Lorraine A. Strasheim, Director
Indiana Language Program

INTRODUCTION

The Indiana Language Program and the Indiana State Advisory Subcommittee on Foreign Languages in the Elementary Schools have combined their efforts to compile the following annotated bibliography of integrated FLES materials with three purposes in mind: 1) to assist foreign language specialists, administrators and teachers in the selection of materials best suited to their individual circumstances; 2) to inform all persons interested in FLES of the scope and availability of planned programs in French, German and Spanish; and 3) to encourage FLES teachers to use the commercial programs available.

To accomplish these purposes the committee compiled a checklist to guide evaluators in their search for information about programs and their use in the classroom. The checklist included statements regarding time needed, teacher training required, the method and content, the amount of cultural content and the testing program. Other statements on the checklist were directed to a description of the teacher's manual, the student books, the visual and audio aids, and provision for articulation with the next levels of instruction in junior high and high school. General comments conclude the evaluation, with remarks and suggestions on the use of the materials. The information provided attempts to answer questions usually asked by those selecting materials.

The evaluators are, or have recently been connected with FLES. Some are teaching or supervising FLES, have assisted in writing or producing materials, or are in teacher training. Others based their evaluations on thorough examination and study of the materials.

Materials selected for study are those which could be used in a continuing program for two years or more. Additional materials, suitable for a more limited FLES experience or as a supplementary experience, are listed in the appendix.

In the interest of accuracy, the completed evaluations were sent to publishers' representatives to check currect prices, components of programs, and the correctness of specific information describing their materials. Where no consultant was available this step was omitted.

It is hoped that this bibliography will present a useful, up-to-date picture of present FLES offerings in French, German and Spanish.

Mrs. Helen B. Miller
1968-69 School Consultant in
Foreign Languages, ILP
Chairman, SAC Subcommittee on FLES

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INTEGRATED FRENCH FLES PROGRAMS

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ALLYN AND BACON, INC.

470 Atlantic Avenue, Boston, Mass. 02210

Authors: M. Raymond and Claude L. Bourcier

Components of *Elementary French Series* (Grades 1-6):

Books:	*Bonjour*	Teacher edition	1.20
		Student edition	1.20
	Venez Voir	Teacher edition	1.20
		Student edition	1.20
	Je Sais Lire	Teacher edition	1.32
		Student edition	1.32
	Je Lis avec Joie	Teacher edition	1.40
		Student edition	1.40
	Avec nos Amis de France	Teacher edition	1.72
		Student edition	1.72
	En Route par la Belle France	Teacher edition	1.76
		Student edition	1.76

		List	Net
Records:	*Bonjour* - 2-12" records, 33 1/3 rpm	12.60	9.45
	Venez Voir - 2-12" records, 33 1/3 rpm	12.60	9.45
	Je Sais Lire - 3-12" records, 33 1/3 rpm	19.84	14.88
	Je Lis avec Joie - 4-12" records, 33 1/3 rpm	49.48	37.11
Tapes:	*Bonjour* - 1-7" reel, dual track, 3 3/4 ips	16.84	12.63
	Venez Voir - 1-7" reel, dual track, 3 3/4 ips	16.84	12.63
	Je Sais Lire - 2-7" reels, dual track, 3 3/4 ips	33.28	24.96
	Je Lis avec Joie - 3-7" reels, dual track, 3 3/4 ips	49.48	37.11

Time Allotment: One 30-minute period per day (suggested two 15-minute periods per day) for Books 1 to 4. One 30-45 minute period daily for Books 5 and 6. Suggested for grades 1-6.

Teacher Training Requirements: FLES teacher training. Fluency in basic French.

Method: Audio-lingual. Dialogues used as supplementary activities to use learned expressions. Conversational approach in Books 1 and 2, with no written text. Emphasis on understanding and speaking before reading or writing. Books 3 and 4 include pronunciation exercises, Books 5 and 6 pattern drills. Grammar introduced in context in Books 3 and 4. Good review and re-entry provided, with transition from unit to unit and level to level. Activities, songs and games provide variety. Emphasis throughout on speaking, but considerable reading and simple writing important in Books 5 and 6.

Content: Controlled progression in listening, speaking, reading and writing, with material appropriate to interest level and ability of students. Structures and vocabulary readily usable. Use of Vous form throughout Books 1 and 2 not culturally typical; some cultural content included, though general atmosphere of first four books could be any western culture. Books 5 and 6 include good photographs of French children and places. Narrative paragraphs in teacher manual provide cultural information regarding holidays and daily life. Content in Books 1-4 suitable for children through grade 6; content in Books 5 and 6 for grades 7 and 8. No actual tests included but there are suggestions for review.

Teacher's Manual: Teacher's manual included under same cover as student book. Each book has complete table of contents. Index lists vocabulary and structures (Books 1 and 2), indicating those introduced at previous levels; no indication of units or lessons of first use. Good cross-index with student book. Good suggestions given for using program, developing four skills, follow-up activities, use of content. Lesson plans accompany each unit, with provision for extra activities. Time allotment suggested (30 minutes per day) probably needed to master amount of material presented. English translation of content not included, except in index of vocabulary items.

Student Book: Paper bound, good quality paper. Appealing two-color illustrations closely related to content, providing cues for oral expression. Format attractive, well-planned, uncluttered. Drawings generally do not reflect French life or customs except for some photographs and drawings in later books. Reading passages contain only previously learned oral material, presented in Books 1 and 2; offer recombinations. Exercises for beginning writing in Book 4 simple fill-ins and copying.

Articulation Of This Program With Next Levels: Though publisher states program for grades 1-6, also states it could be started later. In this case Books 5 and 6 would be used in junior high grades 7 and 8. Speaking French (1968), and Le Francais Courant I, and II are published by the same firm for the upper grades; also Lectures Choisies pour les Commençants.

General Comments: Books 5 and 6 seem too advanced in content for elementary school ending at grade 6 but would provide good material for grades 7 and 8. Books 1-4 would be suitable for grades 3-6 if sufficient time were allowed daily. The teacher's guide makes no reference to use of records or tapes, and a competent teacher could do without them. The use of *Vous* throughout the first two books is not culturally typical with small children. The familiar form is introduced in Book 3. Props and pictures and other visual aids are not included, though teacher is urged to use them. Throughout the series a thread of continuity is provided by the inclusion of letters from a French girl who lives in Brittany. They provide cultural material, show differences in handwriting and letter forms. Considerable attention is given to phonics beginning in Book 3 and 4 as a basis for reading and pronunciation. Emphasis is placed throughout on the use of French in varied conversations and classroom activities. Sufficient suggestions and leeway are given to the teacher to provide a stimulating program and a good working knowledge of basic French.

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CHILTON BOOKS

401 Walnut Street, Philadelphia, Pa. 19106

Components of *Bonjour Line*:

Part I

Books:	Teacher Guide (Implementing *Bonjour Line* in American Schools)	$2.35
	Student Workbook	.58
	Picture book (*Livre d'images*)	forthcoming
Filmstrips:	32 containers, boxed	142.80
Tapes:	(classroom) 32 reels, 7 1/2 ips	102.00
Records:	(student) 5 records, 7", 33 1/3 rpm, boxed	3.00

Part II

(Note: Part II is available in two tracks, A and B. The course content of these tracks is identical as far as audio-visual work is concerned. Track B introduces written language at the end of each unit, for those schools with terminal programs who wish to introduce writing. Classes planning to continue French study with the Audio-Visual Method are advised to use Track A, since the introduction of written language at this level will destroy the articulation between this course and *Voix et Images de France*.)

Track A:

Books:	Teacher Script (Implementing *Bonjour Line* in American Schools)	$.85
	Picture Book - Student (*Livre d'images*)	forthcoming
Filmstrips:	14 containers, boxed	61.60
Tapes:	(Classroom) 13 reels, 7 1/2 ips, boxed	39.00

Track B:

Books:	Teacher Script	.85
	Student Workbook (*Cahier de l'élève*)	.75
Filmstrips:	same as above	61.60
Tapes:	(Classroom) same as above	39.00

Part III

(Note: Part III is a continuation of Part II B, for classes not continuing with *Voix et Images de France* in the curriculum.)

Books:	Teacher Guide	.85
	Student Workbook (*Cahier de l'élève*)	.75
Filmstrips:	15 containers, boxed	38.25
Tapes:	(Classroom) 15 reels, 5", 7 1/2 ips, boxed	45.00

Also Available: 6 films for purchase or rental. Cost $72.00 each, rental charges from $10.50 to $12.00

6 filmstrips and teacher guides to accompany films, $25.00 per set or $5.50 for each filmstrip and teacher guide

Also Available: (for classroom) electric pointer, which enables the teacher to flash a sharp luminous arrow, circle or pinpoint onto any detail of the picture that is projected on the screen -- $42.75

Time Allotment: Daily class periods of 20 minutes average. Part I for children in grades 4 and 5; Part II for children in grade 6.

Teacher Training Requirements: Oral fluency. Publishers state that teacher training at their Workshops or Institutes is essential to successful use of materials because of some special features of their teaching method.

Method: St. Cloud Method, developed in France by Credif, based upon idea that "language is a set of behavior patterns within a particular cultural context." Each Unit taught in 4 interrelated phases - presentation, explanation, repetition, transposition. Last phase requires recall of expressions learned in connection with pictures in filmstrip story, questions about pictures, conversation within situation presented, and conversations with students on life situations employing structures learned. Fourth phase includes students' inventing new scenes within framework of situation and acting them out. All vocabulary presented in content in meaningful situations.

Content: Structures and vocabulary taken from Le Français Fondamental. Part I consists of 25 units, 3 review units, 9 grammatical exercises and 3 examinations. Part II continues with 12 units, 4 grammatical exercises. Each unit presented on filmstrip divided into two sections; the Sketch or situation, and Jeu des Questions a series of questions built on Sketch. Sketches tell stories in pictures, dialogue for which is on tape. Each sketch deals with children who become familiar to students and are their age. Plots are simple, contain some suspense and humor. Jeu des Questions involves professor and puppet named Line. Part II involves adventures of four children, their grandparents, dog. Cartoon-like filmstrips, made in France, reflect many culturally significant factors.

Teacher's Manual: Part I - Table of Contents includes Methodology chapters on Audio-Visual teaching phases, Audio-Visual facilities, lesson planning, testing, index of units and teaching notes, exercises, and reviews. Part II has introduction; table of contents lists titles of all units and teaching notes. Appendix to Part I gives title of each "Sketch," phonetics to be studied, grammatical structures in each Unit. Chapters on methodology give specific directions for using filmstrips and tapes, for teaching units, for arranging classroom, for testing and scoring. No reading or writing introduced. Subject matter at child's level of interest. No songs included. No translation of content. Situations in dialogues suggest activities to be developed by teacher.

Student Book: Cahier de l'Elève, a 53 page paperbound book. Contains selected drawing from filmstrips of 25 units of Part I. Could supplement use of filmstrips or be used for conversation cues and reviews. Picture books for students are forthcoming for both Part I and Part II. Not essential to the program, but are to be used with the student records or as homework.

Visuals: Filmstrips in cartoon form, in color and black and white, present stories for each Unit. Essential to course. Form central core with tapes for teaching language. Electric pointer available in making it possible for teacher to identify specific elements in any frame of filmstrip. Pictures depict lives of children in cultural surrounding, are appealing, uncluttered, provide excellent cues for oral expression and use of learned material.

Audio Components: Student records contain dialogues for 25 Units in Part I. Available for practice at home or for follow-up in class. Tapes for Part I and Part II integral part of program. Record story presented on filmstrip twice, once with and once without pauses. Tapes to be used with filmstrips. Model for language on audio components. Voices are native, adult male and female, clear, pleasant, speaking at normal speed. Long passages broken down; adequate time provided for student repetition. Content of tapes and filmstrips duplicate text in teacher's manual.

Articulation Of This Program With Next Levels: Bonjour Line is first part of sequence designed for grades 4-12, to be followed by Voix et Images Part I in grades 7 and 8, and Part II in grades 9 and 10. Materials are also available for grades 11 and 12.

General Comments: The combination of filmstrips and tapes for teaching, provides easily seen visuals for the whole class, and offers excellent speaking models for learning French. The St. Cloud Method of teaching differs from conventional audio-lingual methods. Therefore, the publishers stress the importance of attending the training program which they provide at frequent intervals and in various locations. High frequency expressions and vocabulary are used in the stories and dialogues, making this a good basic introduction to oral French. The situations of the lessons, and the type of presentation appeal to children in elementary grades. It is well-structured program, easy to use if trained in the method. For mastery of the material in the time allotted daily lessons should be provided, but if less time is available the program could be extended over a longer period.

Supplementary Materials: Six 16mm films, and accompanying filmstrips with teaching guides are available for purchase or rental. They have been developed by the Centre de Recherche et d'Etude pour la Diffusion du Français at the Ecole Normale Supérieure de St. Cloud.

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GINN AND COMPANY

Statler Building, Boston, Mass. 02117

Author: Annette Leblanc

Components of Elementary French Course:

Level I 1963-64

Books:	Teacher's Edition, Comment dit-on? (paperbound, 64 pp.)	$2.08
	Student book, Comment dit-on? (paperbound, 64 pp.)	1.44

	Teacher's Manual, *Nous Sommes Amis* (paperbound, 192 pp.)	$1.68
	Student book, *Nous Sommes Amis* (paperbound, 124 pp.)	2.08
Records:	Teacher's Record Kit (64-7", 33 1/3 rpm)	64.00
	Student Set, *Comment dit-on?* (22-7", 33 1/3)	22.00
	Student Set, *Nous Sommes Amis* (15-7", 33 1/3)	15.00
	French Christmas Carols (1-7", 33 1/3)	1.00
Picture Charts:	Per set	5.60

Level II 1966-67

Books:	Teacher's Manual	Price not available
	Student text, *Les Nouveaux Amis* (paperbound, 119 pp.)	2.72
	Student workbook, *Lisons et Ecrivons* (paperbound, 125 pp.)	1.28
Records:	Teacher's Record Kit (57-7", 33 1/3)	57.00
	French songs (1-7", 33 1/3)	1.00

Time Allotment: None stated. Level 1 (Book 1, *Comment Dit-On* and *Nous Sommes Amis*) for grades 4-5; Level II (*Les Nouveaux Amis*) for grades 6-8.

Teacher Training Requirements: FLES teacher training. Fluency in French on elementary levels.

Method: Audio-Lingual-Visual. Some dialogues used, usually not to present vocabulary and structures. Grammar presented in sentence contexts. Review at end of each unit; no obvious re-entry of vocabulary and structures from unit to unit. Oral mastery required before reading introduced, but new items do occur in Book 2 which were not presented in Book 1. Many illustrations in Book 1 used to present vocabulary. Some provision made for drills involving more than simple repetition and memorization. Good songs and some games to reinforce learnings.

Content: Book 1 presents learning through pictures; controlled structures, rather large vocabulary. Book 2, which is to be used with Book 1 at the next level, presents reading and some writing. Some structures might require considerable teaching before reading can be successfully attempted. Level II includes reading and writing. Interest level appropriate for grade 5, might be too juvenile for grades 6 and above. Vocabulary and structures basically usable, although some structures seem inappropriate or complicated for elementary students. In Books 1 and 2 culture portrayed chiefly in American setting. Level II much more representative of France in content and illustrations. Tests provided and recorded on records, measuring skills taught. Some cultural items included in tests at Level II.

Teacher's Manual: Complete table of contents. No index of lessons in which vocabulary and strcutures introduced. Cross-index for student books provided. Directions for using program brief, rather general. Follow-up activities suggested, as well as songs and games. Some descriptive culture. Teacher's book for Level I, Book 1, contains facsimile pages of student book but others do not. Directions included for using visual aids (charts and student books). French-English vocabulary at end of Nous Sommes Amis; none in other manuals. Explicit directions for transition from oral work to reading not given.

Student Book: All paperbound. All attractive with suitable type. Except for Level I, Book 1, two books to be used at each level. Illustrations seem rather juvenile for children above 5th grade. Level II includes writing with student workbook for written exercises. Student books integral part of program.

Visual Aids: Large picture charts, reproductions from student books, available for Level I, Book 1 to be used as conversation cues. Uncluttered, colorful, clearly visible. Since student books provide same pictures, they are not necessary to the program.

Audio Aids: Records closely related to course content. Duplicate material taught in class. Speech at slightly slower than normal speed in first year. Voices pleasant, clear, audible, with some variety of voices, both male and female. Adequate pauses provided for student repetition. Songs presented by pleasant voices with good accompaniments. Records clearly marked as to units and lessons.

Articulation Of This Program With Next Levels: No texts expressly follow Les Nouveaux Amis but publisher has availabe French I by O'Brien Lafrance, Brachfeld and Churchill.

General Comments: The first book used by the students consists of all illustrations with no written text. Although the illustrations in the second book seem somewhat juvenile for the upper grades, the reading passages seem complex by comparison. Many irregular structures appear. The only suggestion made concerning time allotment is that this course is intended for grades 4 to 8; there may be some question as to whether sufficient material of the proper interest level is provided for the five years of study. Level I centers around the life of a twelve-year old French boy, and there is continuity to Level II. This series intends extensive use of the recorded materials. A well-trained foreign language teacher is essential to the achievement of the goals of this program.

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D.C. HEATH AND COMPANY
A Division of Raytheon Education Company

285 Columbus Avenue, Boston, Mass. 02116

Components of Parlons Français:

Level I 1963-64

Books:	Teacher Guide (Lessons 1-30)	$2.00
	Teacher Guide (Lessons 31-60)	2.00
	Student Activity Book I (Student Edition)	1.60
	Student Activity Book I (Teacher Edition)	2.65
Films:	Student Lesson Films (Complete Sets)	
	Level I (Lessons 1-60; 16 mm color)	7,200.00
	Level I (8 mm color cartridges for use with Fairchild Mark IV Projector)	6,000.00
	Level I (16 mm B & W)	5,400.00
	Level I (16 mm B & W timed)	5,400.00
Records:	(7", 33 1/3 rpm)	
	Student Practice and Drill Records - Level I	17.35
	Teacher Preparation Records - Level I	5.60
Films:	Teacher Preparation Films (sets)	
	Films A-O, 16 mm color	1,740.00
	Films A-O, 8 mm color cartridges	1,500.00
	Films A-O, 16 mm B & W	1,350.00
	Films A-H, 16 mm B & W timed	720.00
Testing Materials:		
	Oral French Comprehension Test, Level I (package) 40 test/answer forms, Manual, Record, Scoring key	6.35
	Additional test/answer forms, Level I (40 forms)	3.50
	Review Sheet, Level I (set of 25)	1.60

Level II 1964

Books:	Teacher Guide (Lessons 61-92)	$2.00
	Teacher Guide (Lessons 93-122)	2.00
	No Activity Book for Level II	
Films:	Level II (Lessons 61-105; 16 mm color)	5,400.00
	Level II (8 mm color cartridges)	4,500.00
	Level II (16 mm B & W)	4,050.00
Records:	Student Practice and Drill Records II	17.35
	Teacher Preparation Records II	5.60
	Song Records II	5.60
	Content Dialogues II (1-12" record)	4.00
Testing Materials:	Oral French Comprehension Test II (package - see above)	6.35
	Additional test/answer forms, set of 40	3.50

Level III 1965

Books:	Teacher Guide III (Lessons I-XV)	2.00
	Teacher Guide III (Lessons XVI-XLV)	2.00
	Student Book III (Reader)	2.60
	(Color-Sound Crayons to go with Reader)	.39
Films:	Level III (16 mm color)	5,400.00
	Level III (8 mm cartridges)	4,500.00
	Level III (16 mm B & W)	4,050.00
Records:	Practice and Drill Records III (For students and teacher)	17.35
Testing Materials:	French Comprehension and Reading Test III (package)	6.35
	Additional test/answer forms, set of 40	3.50

Note: A set of audio-visual Language Master Cards with teacher manual are available to supplement Parlons Français, from Bell and Howell dealer.

License to Telecast must be obtained directly from D.C. Heath and Company, A Division of Raytheon Education Company.

Time Allotment: 15-20 minutes daily. For grades 4, 5, and 6.

Teacher Training Requirements: "A teacher with no French background can use the program provided she has interest and enthusiasm" in Level I. Training needed for Levels II and III. Mme. Slack teaches course on film (or TV). 15 fifteen-minute Teacher Preparation filmed lessons, created as foundation for teacher training courses and workshops at all levels of program.

Method: Mme. Slack, film teacher, assisted by French children, puppets, adult French actors. Sequences filmed in France show authentic cultural situations. Pupils introduced to short dialogues presented in varied ways with new settings and casts. French songs reinforce learnings. Classroom teacher presents film; directs follow-up activities using teacher's guide, recordings and student materials. Where available, and if needed, recommended that specialist visit classrooms periodically to demonstrate and supervise effective language teaching techniques.

Content: Vocabulary and structures readily usable, limited, controlled to suit ability of learner. Oral mastery attained before reading introduced. Planned progression of learnings and reviews. Many activities suggested and shown on films. Cultural information supplied about some holidays in addition to culture presented in films. Test packets measure skills learned for Level I. Test materials for all levels available. Level I has 60 fifteen-minute lessons; Level II has 45 fifteen-minute lessons; Level III has 45 fifteen-minute lessons. Introduction to reading and systematic review of vocabulary and structures in Level III.

Teacher's Manual: Provides clear, specific directions for use of program and components, for follow-up activities after film presentations, with notes to teacher for special problems and pronunciation. First names for pupils included, words and music for songs. Translation of all dialogues and songs. Instruction for use of supplementary materials (student book and student records). Appendix in Level II includes good suggestions for correlating program with other school subjects. Appendix in Level III explains use of color in teaching reading phonetics. Suggestions included for viewing films, use of teacher preparation films.

Student Book: Pictorial workbook for Level I, student text for Level III. Paperback, good quality paper. Level I has pictures only. Level III has text, photographs, songs, poems, games, introduction to pronunciation of written French sounds; attractively arranged and appealing.

Visual Aids: Sound films nucleus of program. Available in 8 mm or 16 mm, color or black and white, and may be televised by permission. Culturally authentic, appealing to learner, provide variety of teaching approaches. Films may be used with Mark IV projector, or a standard projector. Films present sights of Paris, French home, store, restaurant, classroom, police station.

Audio Aids: French voices on records furnish accurate duplications of dialogues taught on films. Voices distinct, at normal or slightly slower than normal speed. Pauses adequate for student responses. Songs on records. Flexidisc records bound in booklets which may be placed on record player; clearly marked for lesson number.

Articulation Of This Program With Next Levels: Parlons Français has no junior high level course, but should articulate with an audio-lingual program for this age.

General Comments: Mme. Slack is a vivacious, pleasant teacher with an appealing approach to children. This program should produce good results if there is follow-up practice using suggestions indicated in the teacher's manuals. While trained French teachers are, of course, desirable, the classroom teacher's interest and enthusiams seem even more important, especially at the first level, but there must be classroom follow-up to the films. The teacher preparation films offer demonstrations of good FLES teaching techniques and follow-up activities to the classroom teacher or as inservice material for a language coordinator. Although the original costs seem expensive, the publishers assert that the materials are not as expensive as hiring enough French teachers to teach every class, pointing out this is a one time investment.

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HOLT, RINEHART AND WINSTON

383 Madison Avenue, New York, N.Y. 10017

Components of HRW French Series:

Introducing French 1964

Books:	Teacher Manual (cloth, 328 pages)	$4.80
	Pupil Book (cloth, 70 pages)	2.96
Records:	Teacher Record (7"-33 1/3 rpm)	.80
	Pupil Record (9-7", 33 1/3 rpm)	6.08

Tapes:	Full Tape Program (review and new materials; 12 single or double track 3 3/4 or 7 1/2 ips)	$60.00 - 120.00
	Selected Tape Program (new materials only; 6 single or double track 3 3/4 or 7 1/2 ips)	60.00
Visual Materials:	(background posters, cut-outs, magnets, display board, and carrying case)	124.00

Premier Cours 1965

Books:	Teacher Manual (2 vols., spiral, paper)	4.80 each
	Pupil Book (cloth, 144 pages)	3.96
Records:	Classroom Teacher Records (2-12"LP)	7.60
	Disc Recordings (10-7", 33 1/3 boxed)	6.48
Tapes:	Full Tape Program (45-7" reels, single or double track)	230.00 - 450.00
	Selected Tape Program (20-7" reels)	200.00
Visual Materials:	Display Charts (41-23 1/2 by 34 1/2, colored stylized drawings)	96.00
	Projectuals (same as display charts on transparencies)	144.00
Tests:	Unit tests	.60

Deuxième Cours 1967 (upper elementary or junior high)

Books:	Teacher Manual (spiral, paper)	4.80
	Student Book (cloth, 169 pages)	4.96
	Exercises	1.60
Records:	Disc Recordings	7.68
French Name Cards:	(60-5 1/2" X 5 1/2" boxed)	16.00
Tests:	Chapter Tests	.60
Tapes:	Full Tape Program	70.00 - 130.00
	Selected Tape Program	90.00

Time Allotment: 15-20 minute periods, daily recommended.

Teacher Training: Oral control of French. Teacher with imperfect control of French can obtain good results by acting as supplement to recorded program. Training in FLES methods not essential if teacher studies and follows suggestions in teacher's manual, but recommended.

Method: Audio-visual-lingual. Grammar and vocabulary taught indirectly, within dialogues and expressions. All levels include review, re-entry of learned material, transition from unit to unit and level to level. Oral mastery required before reading begins in second book (Premier Cours). Songs and games included for variety, for reinforcing language learnings. Considerable use of visual aids and tape recordings.

Content: Appropriate to interest level and learning ability of pupils. Introducing French contains 10 units involving family, age, telling time, everyday vocabulary, pets, colors, homes, addresses, numbers, birthdays, clothing and parts of body. At this level students learn to understand more than to produce. Responses often take form of performance of appropriate action. Premier Cours involves increased practice in production of French, introduces reading of orally learned material. Visual aids (illustrations in student books, charts) correlated with oral, written content in well-planned presentation. Deuxième Cours coordinates reading and speaking skills, beginning with review. Each chapter presents new material pictorially, then in small dialogues and short narratives. Some grammar introduced with exercises. Readings in second half of student book recorded on tape, employing many grammatical forms, idioms, expressions already learned. Short rhymes provide pronunciation practice. Ten songs included. Throughout series contemporary culture presented; occasional French flavor in illustrations. Tests included for units, except in Introducing French.

Teacher's Manual: All three books have detailed tables of contents. Introducing French has index showing first entry of structures and vocabulary. English equivalents not given for dialogues and drills; French-English vocabulary included at end of guides. Deuxième Cours guide has key to Exercises Ecrits workbook. All guides contain extreme detailed instructions for teacher in use of materials for individual lessons. Good provision made for review at beginning of lesson, for re-entry throughout. Optional supplementary material included. Time allotment for first book may not be sufficient in some 4th grade classes in regard to amount of material presented. Introducing French illustrates visual aids each unit. Teacher guides very closely coordinated with student books; cross-references provided.

Student Book: All durably bound, hard cover books, good quality paper, appropriate type, attractive format. Colorful, appealing illustrations reflect some French culture (signs, calendars) but tend to be American in flavor. Provide cues for oral expression, directly related to language content. Readings in *Premier Cours* carefully controlled, including only what has been learned orally. 17 dialogues to read, plus facsimiles of 41 charts used for teaching, French-English vocabulary of structures and vocabulary, words and music to 10 songs. *Deuxième Cours* contains 25 lessons, 25 lectures, 10 songs. Lessons and lectures coordinated with considerable reading, including wide variety of verb forms, grammatical manipulations, idioms. All material in student books recorded on tape. Writing included in *Exercices Ecrits* workbook; may or may not be used as integral part of program. Student books necessary at each level.

Visual Aids: For *Introducing French* there is magnetic display board, 24" X 36", magnets, cut-outs, posters, with a carrying case. Closely related to course content, necessary to program to present dialogues and narratives. Once set up easy to handle and manipulate; do not lend themselves to being carried from school to school or from room to room. *Premier Cours* has 41 charts, 23" X 34" duplicating illustrations in student books. Spirally bound on display boards which also act as carrying cases. Transparencies of same material are available. *Deuxième Cours* offers French name cards for pupils to enable them to enact wide variety of roles in practicing French. Full color, 5 1/2" X 5 1/2", reversible, boxed.

Audio Aids: Full Tape Programs have transcription of all material in teacher's guides (review, warm-up, recapitulation, new material); Selected Tape Programs have transcription of all new material only. Inexpensive disc recordings of essential parts of each unit provided for pupil take-home use. Native French speakers, children and adults, provide models, with spaces for repetition. Songs recorded; some have pauses for repetition. Speech recorded at slower than normal to normal rate. Recordings clearly marked for identification of units and lessons.

Articulation Of This Program With Next Levels: These materials lead into *Troisième Cours* for junior high, followed by high school series (*Parler et Lire*, *Lire, Parler et Ecrire*, *Gens de France*, *Le Vingtième Siècle* to be published.)

General Comments: Extreme care is evident throughout in the preparation of each step of the series. The teacher's manual is very detailed. The audio-visual materials are basic to the program and are intended to be used regularly in presenting the material. The content of *Introducing French* might be difficult to cover in one year in grade 4, but could conceivably be extended over a longer period, beginning in grade 3. A program that begins with grade 5 could start with *Premier Cours* as a first book. Ample time is needed to master the materials presented. If daily classes are not possible, adjustments would have to be made. One possibility would be to use *Introducing French* in grades 3 and 4; *Premier Cours* in grades 5 and 6, *Deuxième Cours* in grade 7, and *Troisième Cours* in grade 8, followed by the high school series. Traveling specialist teachers might have some problems transporting the rather cumbersome and numerous visual-audio aids, but the series should not be taught without them. The publishers provide the services of an experienced foreign language consultant to assist schools.

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HOUGHTON MIFFLIN COMPANY

110 Tremont Street, Boston, Mass. 02107

Components of En Avant (The Nuffield Introductory French Course):

Stage 1 - Part A 1966

Book: Teacher's Manual, 202 pp.

Tapes: 12 tapes, half-track, 3 3/4 ips

Flashcards: 2 sets (one of 10, other of 12 cards, 7" X 14")

Flannelboard Figurines: 22 sheets

Total Price: $75.00

Stage 2 - Part B 1966

Book: Teacher's Manual, 186 pp.

Tapes: 12 tapes, half-track, 3 3/4 ips

Flashcards: 2 sets (one of 4, other of 6 cards, 7" X 14")

Flannelboard Figurines: included among the set issued with Stage 1A

Wall Charts: 5-12" X 23 1/2", color

Total Price: $52.50

Stage 2

Books: Teacher's Manual, 208 pp.

Student Reader/Workbooks (4 sets, 50 pupils books, 16 pp.)

Tapes: 10 tapes, half-track, 3 3/4 ips

Posters: 126-15 1/4" X 21 3/4", color

10-15 1/4" X 21 3/4", black and white

1 black and white of town, 32 1/2" X 44 1/2"

Reading Cards: 132-2 1/2" X 29"

Poster Display Board/Storage Holder: Hardboard, 20" X 24"

Total Price: $90.00

Stage 3

Books:	Teacher's Manual, 181 pp. Readers: 15 sets of 20 readers, 8 pp. each (also recorded on tape) Workbooks: (3 sets of 40 pupils books, 16 pp.)
Reading Sheets:	14 sheets, 40" X 30"
Tapes:	9 tapes, half-track, 3 3/4 ips
Posters:	100 in color or black and white, 15 1/4" X 21 3/4"
Wall Chart:	31 1/2" X 21 1/4" of town
Flannelboard Figurines:	2 sheets, color, 14" X 22 1/2"
Map of France:	44" X 36", for use with flannelboard figurines
Games:	2 sets of 10 games
Assignments Card:	Sets of 40 cards

Total Price: $105.00

Stage 4

To be announced

Time Allotment: 30 minutes daily, for students 8-13 years old. Stage 1, parts A and B, Stages 2 and 3 for grades 4-6, available now. Stage 4, parts A, B, C and D for grades 7-8, available in 1970.

Teacher Training Requirements: Course designed to be taught by non-French specialists or regular classroom teacher. Basic knowledge of French language needed.

Method: Audio-Visual-Lingual. Stage 1A and 1B all aural-oral. Reading and some writing introduced in Stage 2, normally completed at the end of grade 5. Stage 3 extends oral and reading skills, continues to develop writing. New sentence patterns and items of vocabulary presented in meaningful context, recorded on tape by native speakers. Visual aids used to convey meaning and to cue responses. Number of structures and amount of vocabulary carefully controlled. Emphasis on active use of the language through dialogues, games, songs, activities. Five-year program well-planned and integrated, each step building on and reinforcing material already mastered. Grammar practice offered in recorded exercises included in units.

Content: Vocabulary and structures readily usable, applicable to situations in student lives. Language culturally and linguistically authentic (occasionally rather formal for children using it), reflects contemporary life. Many units include paragraph describing phase of French life and culture related to unit. Reviews and combinations of material for listening comprehension on tapes. First lesson in first book presents sounds made by familiar animals, how they are imitated by French-speaking children as compared to English-speaking children. Each unit offers background information for content, presentation of new vocabulary and structural items, development of vocabulary and sentence patterns, a situation dialogue based on unit content, an activity, and taped exercises for added practice.

Teacher's Manual: Contains table of contents including location of units, French names and Saints' days, index of sentence patterns, of vocabulary items and additional words and phrases. Preface explains structure and aims of total course, description of all components, aims and methods, suggestions for conducting the lessons, many usable classroom phrases with English equivalents (also recorded on tape for teacher's reference), complete lesson plans for each unit, including all material to be taught, suggestions for presentation and development. Only song lyrics given as songs are presented on tapes. Many activities suggested for involving children in use of language.

Student Book: None in Stage 1A or 1B. Stage 2 has four 16-page reader-workbooks presenting four childrens' adventures. (Accompanying reading cards present 264 sentences from childrens' adventures.) Stage 3 has 15 readers of eight pages each, seven of which represent stories already introduced in this Stage, eight presenting new stories involving characters familiar to students. Stage 3 readers recorded on tape.

Visual Aids: Flannelgraph Figurines, printed in full color, provided to depict objects and people. Attractive, clearly visible, figurines backed with flocked paper to adhere to the flannelboard, must be cut out from large sheets. Two-color, easy-to-use, uncluttered flashcards depict animals, numbers, action verbs, weather, seasons, adjectives. Wall charts (Stage 1B) illustrate time and actions, (Stage 3) town plan with road signs. One-hundred-and-twenty-six posters (Stage 2) in color, show adventures of children and their dog; additional black and white posters show map of town. One hundred posters (Stage 3) in color and black and white. Large Reading Cards, 40" X 30", represent condensed versions of material presented orally earlier. Poster Display Board/Storage Holder provides desk- or wall-display holder for posters in Stage 2.

Audio Aids: Tapes, boxed, labeled by unit for easy identification, include presentation of sentence patterns and vocabulary, situations, songs, and taped exercises. All recordings made by native speakers, male and female, adults and children. Voices very clear, pleasant, varied, speak at normal speed. Longer passages broken down into shorter segments unless previously learned material. Adequate time for repetition given; confirmation of student response provided. Tapes integral part of program.

Supplementary Materials: Two sets of 10 games printed on cards 19 1/2" X 12 1/2". One involves *Tour de France* (bicycle race); second introduces road signs. Two sets of 40 cards, 13 1/2" X 9 1/2", one instructions for making a kite, second for making an omelette.

Articulation Of This Program With Next Levels: Stage 4 A, B, C and D (available 1970) intended for grades 7 and 8 to follow Stage 3.

General Comments: The Nuffield Foundation was created in 1943, in England. The aim of those concerned in the Nuffield projects is to place emphasis on the active part that the pupil should play in the learning process, by providing a full range of teaching resources for a particular age group in a particular field of study. Since these materials were prepared for the British market, the Teacher's Manuals contain references to British customs and an occasional British expression; however, the student materials are entirely French and this is no problem. The teacher can substitute American customs and words if she wishes or add to the cultural scope of the students by explaining the British terms. The time allotment of 30-minutes daily or its equivalent would probably be needed to master the materials. A longer time sequence of shorter periods may be considered, since the interest level of Stages 1A, 1B and Stage 2 will probably suit pupils in grades 3 and 4 through 6, and Stage 3 could be used in grade 7.

The materials are integrated and well-planned. They were designed by a team of linguists, classroom teachers, artists, native speakers and technical assistants and were tested in over 200 British schools, where regular classroom teachers, without special training, are said to have had excellent results. Even though the materials are very well-planned and executed, it would seem that a classroom teacher using them would need some assistance by a language coordinator or supervisor and a basic knowledge of French. This is a high-quality program.

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LIBRAIRIE HACHETTE

French Book Guild, 595 Madison Avenue, New York, N.Y. 10022

Author: G. Mauger and G. Gougenheim

Components of *Le Français Elémentaire*:

First Level

Books:	Teacher's Manual (English) First book	$3.70
	Student book: *Le Français Elémentaire* (paper)	1.20

Records:	1 set 3 records, first level	$19.50
	(or)	
	1 set 10 flexible records, first level	7.50
Wall Charts:	*Nouveaux Tableaux de Langage et d'Elocution*, 24 multicolored charts on 12 sheets, 22" X 30"	
	With plastic cover	33.00
	With wooden frame	42.00

Second Level

Books:	Teacher's Manual (English) Second book	3.70
	Student book: *Le Français Elémentaire*	1.20
Records:	1 set 3 records, second level	19.50
	(or)	
	1 set 10 flexible records, second level	7.50

Time Allotment: Asks for one hour periods, allowing 3-4 periods for each of the 38 lessons in first book. For 8-13 year olds.

Teacher Training Requirements: Fluency at elementary level. FLES teacher training.

Method: Direct method. "Lessons should be conducted as far as is humanly possible entirely in French." Grammar taught inductively. Chief aim practice of spoken language. All vocabulary and structures presented and practiced orally with variations in usage. Final attention drawn to structure of sentences, distinguishing fixed and movable elements, resulting in pattern drills. Children encouraged to make own variations within structure. Reading introduced after explanation phase of each lesson. Children to keep notebook to record vocabulary, expressions learned orally.

Content: Reading and writing introduced immediately after listening and speaking. Familiar situations used to present language. Based on *Le Français Fondamental*. Some structures might be difficult for a third grader. Vocabulary and structures controlled, limited; additional material included for use if desired. Language culturally and linguistically authentic, contemporary, realistic. No songs or games included.

Teacher's Manual: Table of contents lists lessons, reviews; index in student book indicates entry of vocabulary, structures, and grammar points. Manual includes directions for using program and allows for teacher selectivity. Includes directions for using wall charts and records. Sample lesson plans suggest methods for developing skills; each lesson to include review, new material, reading, grammar, work in exercise book and a brief test. Every fourth lesson is a review lesson. Answers provided for all test items. Complete instructions for childrens' exercise book included.

Student Book: Paperbound, containing many small black and white line drawings. Sentences being studied are captions. All illustrations culturally authentic; format well organized; not all printed material intended to be mastered.

Visual Aids: The 24 multicolored charts, printed back to back (12 sheets) present scenes of typical French life; meant as cues for oral expressions taught.

Audio Aids: Records contain native male adult speaker from Comédie Française as model. Records not integral part of program; recommended as aids for oral practice and mastery of basic sentences.

Articulation Of This Program With Next Levels: Mauger and Gougenheim's Cours de langue et de civilization françaises à l'usage des étrangers. Volumes I, II, III, and IV.

General Comments: The suggested one-hour class periods are unrealistic for FLES; however, with three to five 15-20 minute periods per week the material in the first book could provide a 2 to 4 year program. Though reading and writing are introduced early, an experienced teacher who wished to do so could delay introduction of them and extend the listening and speaking period to the needs and interests of the children. The second book may contain vocabulary and structures better suited to more mature pupils than those in grade 6. The illustrations in the childrens' book are rather dated, but appealing, and reflect French culture. Considerable attention is given to learning verbs and the skills of reading and writing, but these are well handled. A teacher may feel it necessary to supplement this program with songs, games and activities.

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LIBRAIRIE HACHETTE

French Book Guild, 595 Madison Avenue, New York, N.Y. 10022

Components of Frère Jacques:

Level I - 1967

Books:	Teacher's Guide		$3.50
	Student books:	Exercices de lecture	.60
		Leçons de lecture	1.00
Visual Aids:	(felt backing, five sheets of figurines; five sheets of printed words; teacher's guide)		46.50
Audio Aids:	5 tapes		46.50

Level II - 1968

Books:	Teacher's Guide		$3.50
	Student books:	*Exercices de lecture*	.90
		Leçons de lecture	1.00
Visual Aids:			38.00
Audio Aids:			35.00

Levels III and IV (in preparation)

Time Allotment: For students 7-12 years. One year per level if three hours per week.

Teacher Training Requirements: Fluency in basic oral French; FLES training.

Method: Audio-lingual-visual. Course separates teaching of spoken language and teaching of reading. First year devoted to spoken language, using audio and visual aids. Teaching of reading takes place at second year with help of student books of Level I while teaching of spoken language continues with Level II audio and visual aids. Uses dialogues. Each lesson has four phases: (1) presentation of dialogue audio-visually, using teacher voice or tapes plus felt-board and figurines; (2) repetition and memorization of dialogue; (3) re-arrangement of learned material in different situations, using games, songs, rhymes; (4) review and evaluation of learned material. Lessons presented in five parts: (1) study of a key sentence; (2) reading syllables for pronunciation; (3) reading labels, captions and sentences for comprehension; (4) reading sentences of short narrative for expressive reading; and (5) everyday simple reading. Student book of reading exercises consolidates class learnings, prepares for writing (copying, fill-ins, simple dictation). Whole course composed of four levels; only first two published. Lapse between teaching of oral language and reading may be shortened to 4 or 5 months if program begins in upper elementary grades.

Content: Action centers around four adults and six children. Felt figurines include these persons, silhouettes of other people, things, and symbols (? X ! etc.) to be cut from 11 sheets of figurines numbered according to lesson in which figure appears for first time. Vocabulary presented in context of dialogues. Readily usable phrases, appealing to interest, learning level of students. Rhymes brief, culturally authentic, as are songs. Oral facility expected before beginning reading or writing. Good provision for control of progression. Provisions for dramatizations of dialogues and recombination exercises suggested.

Teacher's Manual: Includes description of method. For each step development of lessons and use of visual aids is detailed. Suggestions given for filing visual aids for easy reference. Complete plans included for each lesson listing nouns, adjectives, verbs, expressions introduced, structures included, new expressions employed. Along with dialogue are instructions for using figurines to illustrate each line. Classroom activities for practicing new learnings in student-to-student exercises given in detail; game described for using newly learned material, provision for review explained. Rhymes and songs complete lessons. Facsimile illustrations of flannelboard figurine arrangements assist teacher. List of French names for boys and girls includes Saint's days. Sufficient material to allow teacher selectivity. Teacher's manual in French with no English translations. No vocabulary list, table of contents, index, or cross index for using student books. No reference to use of two student reading and writing books in teacher's manual.

Student Books: Paper covered, not durable, good format, suitable type size, two-color uncluttered illustrations of appealing stylized figures. One book for reading; other includes writing exercises. May be used when and if teacher desires; not necessary to successful use of program as outlined in teacher's manual. Focus on development of oral proficiency. Books are appealing and interesting supplement to audio-lingual skill development; include pronunciation exercises, comprehension and reading exercises, simple dictations. Well-planned, simple writing exercises use learned material. Each level provides both reader and writing exercise book.

Visual Aids: Flannelboard and figurines integral part of program. Used with every lesson in presenting dialogues. All material culturally authentic. Visual aids easy to handle, provide excellent cues to review material, generate oral expression of considerable variety. Sheets of figurines numbered as to lesson of first appearance. Suggestions given for classifying and filing figurines for easy reference.

Audio Aids: Tapes provided, containing dialogues, exercises in teacher's manual, songs, rhymes, and games. Five tapes accompany each level of program. Not available for evaluation.

Articulation Of This Program With Next Levels: None indicated. Successful completion of program should prepare student to continue with audio-lingual work in junior high.

General Comments: This is the first part of a series which is not complete at this date. What has been seen of it appears to be well thought out for effective classroom presentation and appealing in content for children of third or fourth grade. The grammatical expectations would require the full time asked by the publishers, but the program could conceivably be spread out over a longer period of time (two years instead of one for first level) to learn the material thoroughly. Because of the type of illustrations and content it would appeal to most any age level from 7 to 11 years. There is more than enough material, and a good variety, to engage the interest of children for some time. A teacher would need to acquire skill in manipulating the figures for the flannelboard. This evaluation is based on the teacher's manual for the first level, the student exercise book for Level I and the reader for Level II, the only materials available for this evaluation.

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McGRAW-HILL BOOK COMPANY

Webster Division, Manchester Road, Manchester, Mo. 63011

Author: Conrad J. Schmitt

Components of Let's Speak French:

	LIST PRICE per UNIT	NET PRICE TO SCHOOLS*
Let's Speak French I (1966)		
Teacher's Guide (cloth, 240 pp.)	$3.60	$2.70
Student Book (paper, 80 pp.)	1.60	1.20
Records (50, one for each unit)	48.00	48.00
Visual Aids (picture cues for classroom use)	4.72	4.72
Let's Speak French II (1966)		
Teacher's Guide (cloth, 197 pp.)	3.60	2.70
Student Book (paper, 80 pp.)	1.60	1.20
Records (44, one for each unit)	48.00	48.00
Visual Aids (vocabulary picture cues)	4.72	4.72
Let's Speak French III (1967)		
Teacher's Guide (cloth, 260 pp.)	4.80	3.60
Student Book (cloth, 252 pp.)	4.80	3.60
Records (48, one for each unit)	48.00	48.00
Visual Aids (vocabulary picture cues)	12.95	12.95
Let's Speak French, Lectures (4th book) (1967)		
Teacher's Guide (cloth, 234 pp.)	4.96	3.72
Student Book (cloth, 219 pp.)	4.96	3.72
Records (48, one for each unit)	40.00	40.00
Visual Aids (picture cue cards)	12.95	12.95

*Terms are 30 days net.
Prices are quoted F.O.B.
City of Publisher platform.

Time Allotment: Levels I and II 75 minutes per week; Level III 75-90 minutes per week. No suggestions made for Level IV.

Teacher Training Requirements: Interested teacher with minimal proficiency could handle Level I with record use and close adherence to teacher guide. Capability in oral French necessary after Level I.

Method: Audio-lingual-visual. No reading or writing introduced until Book III. Dialogue used not as a teaching device but for culminating unit to utilize vocabulary and structures learned. Grammar introduced in context, not as rules. Many pattern drills give ample oral practice. Good transition from unit to unit and from level to level; review units between levels. Oral mastery required before reading introduced in Level III; reading carefully controlled. Vocabulary introduced in context. Ample provision made for repetition and memorization, for inductive learnings. No songs included, few games. Games listed in appendix to Books I and II.

Content: Well-controlled progression in total program in presenting the four skills. Units continue throughout program, Book I has eleven units; Book II starts with last two units of Book I, continues through Unit 20; Book III continues to Unit 40, and Book IV goes to Unit 48. Careful attention paid to building on previous learnings. Level I centers around home and family; Level II around the child's larger environment, introducing some French culture; Levels III and IV more orientation to French life and literature. Concentration upon language learning, with pattern drills, adaptations, directed dialogue, pronunciation. Not many supplementary activities included. Introduction of cultural differences begins end of Book I. Culture in following books includes monuments, foods, rail travel, the Metro, Christmas customs, geography, some simplified French classics. Tests and answers provided at end of each unit and on records. Tests measure what has been taught.

Teacher's Manual: Complete table of contents; index of vocabulary and structures, showing unit or level of introduction. No cross-index for student book. Manual provides readily understood, specific and sufficient directions for using program components, sample lesson plans, suggestions for handling special problems. Variety of follow-up activities lacking, but provision for ample review. Many adaptations and recombinations of structures provided. Average children might need more time than allotted for mastery. List of French names for pupils. English translation for almost every French expression included for teacher.

Student Book: Books I and II paperbound, pictures only. Books III and IV hard cover. Hardbound books are sturdy, use appropriate type size, attractively set up, well planned. Illustrations in first two books two-color, line drawings, uncluttered and appealing. Illustrations in third and fourth books artistic, well drawn, using soft colors. Children in illustrations sixth graders or over. Pictures directly related to text provide cues for oral expression at all levels. In reading only material mastered orally presented. Material seems appropriate to interest level of students. Good provision for recombinations of learned material into new contexts. Student books integral part of program. Book III includes written fill-in exercises; end of Book IV includes guided composition.

Visual Aids: Vocabulary Cue Cards, about 18" X 24", reproduce illustrations from student books. Closely related to course content, intended to stimulate oral expression. Easy to handle, clearly visible, uncluttered. Muted colors in Levels 3 and 4 lack clear delineation. Charts marked with unit number only.

Audio Aids: Flexi-discs, integral part of program, duplicate accurately material taught in class, contain supplementary material for listening practice. Related very closely to material in teacher's manual, including opportunities for practicing variations of learned material through questions and reviews. Speech normal speed, clearly audible, distinct. Native adult and young voices with excellent pronunciation. Adequate pauses provided for repetition. Confirmation spoken by second voice. No songs. Records clearly marked for locating units and lessons. Flex-discs in small booklets; whole booklet is put on phonograph.

Articulation Of This Program With Next Levels: Series designed to lead into junior high book Le Français: Continuons which goes to press in 1969. This leads into Learning French the Modern Way (2nd edition) Level 2, and then La France: Une Tapisserie, Level 3, and to La France, Ses Grandes Heures Litteraires, Level 4.

General Comments: This is a well-built program with new learnings based on previously learned material at all times. There is ample provision made for manipulating the language and for language mastery. The records are excellent, providing models for many variations of exercises. Good listening practice is provided by narrations that use familiar vocabulary and structures but in re-arranged forms. The introduction to reading in Book III is very well handled. At this level alternate units involve word and sound study and audio-lingual learnings. Later in the third level the student becomes capable of reading what he has learned through sound and symbol study. If the suggestions in the teacher's guide are followed and sufficient time given to pupils for mastery, and if all the components are used as directed, a child should develop fluency in both speaking and reading. This program could begin in grade 3, 4 or 5 and could extend to grade 7 or 8. Better coordination of teacher manual and student text would facilitate the use of both, but this is not a serious fault.

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CHARLES E. MERRILL PUBLISHING COMPANY

1300 Alum Creek Drive, Columbus, Ohio 43216

Authors: Melba D. Woodruff and Hector Urrutibeheity
Consultant: Elizabeth H. Ratté

Components of *The Echelon Series*: (All components have been created to accompany both *Premier Echelon* and *Deuxième Echelon*. Although these are two texts, they are considered as one basic unit.)

Books: Teacher's Guide (Available in Fall, 1969)

	Student Books:	*Premier Echelon* (Grades 6-7) *1969*	$3.60
		Deuxième Echelon (Grade 8) *1969*	3.96
Visual Aids:	42 Vis-Or Cards (17" X 22")		30.00
Tape Program:	(To be announced)		
Testing Program:	(To be announced)		

Time Allotment: *Premier Echelon* for grades 6 and 7 or for grade 7; *Deuxième Echelon* for grade 8.

Teacher Training Requirements: Fluency at beginning level of French. Elementary teacher training.

Method: Structural approach, using audio-visual techniques. Two-Track system introduces student to listening-speaking experiences in Track 1, reading-writing in Track 2. Tracks progress simultaneously but separately with student always at more advanced level in Track 1 than in Track 2. Forty basic structures mastered audio-lingually, fifteen structures mastered graphically in *Premier Echelon*. Two tracks merge in second book, with review of oral content, further progress in reading and writing. Emphasis on structure; one structure presented at a time to be "thoroughly internalized" before proceeding to more advanced concept. Students guided to form grammatical generalizations through numerous, varied pattern drills and manipulation of structures for practical oral and written use.

Content: First book includes thorough working with such structures as: *Qui est-ce*? *Qu'est-ce que c'est*? *Où est*...? *Où sont*...? *De quelle couleur* (*est*) (*sont*)...? *Qu'est-ce qu'il y a* (*sur, dans, sous*)...? *Est-ce qu'il y a* (*de la, du, de l', des*)...(*sur, dans, sous*)...? Limited verbs in present tense and imperative presented in first, second, third persons singular; second, third persons plural. Questions on time. Answers to all questions involve suitable structures, articles, pronouns. Vocabulary controlled, readily usable, reflects culture. Aim of series is understanding and use of oral, written French for communication in social and vocational situations, understanding of differences in human behavior, values and "ways of thinking" of the French through study of language, literature, culture.

Teacher's Guide: Single manual for both books. Includes suggested teaching procedures for both visual-oral and graphic presentations of structures of each unit. Suggests use of games, songs, poems. Unit plans in order in which they are taught. Lesson plans include statement of objectives, materials needed, comments for teacher, visual-oral procedures, generalizations for further practice, tests for the unit. Suggestions given for use of Vis-Or Cards, Tapes, Testing Programs.

Student Book: Hardbound, durable, good paper, attractive format, appealing color illustrations. First half of first text has illustrations with no text. Second half introduces reading of orally mastered material. About one-third orally learned material presented graphically. Recombination exercises. Index includes vocabulary, structures and where they first appear; pronunciation guide; classroom expressions used by teacher. Text integral part of program.

Visual Aids: Vis-Or Cards are enlargements of illustrations from student book, considered vital part of program for first two years. Used for reinforcement, review, language laboratory activities, classroom presentations; 8 of the 42 cards in full color.

Audio Aids: Tape program designed for effective use of program-integrated language laboratory or classroom activities. Provides native voice models and oral stimuli. (Not available for evaluation.)

Articulation Of This Program With Next Levels: Two books first in a series, followed in Grades 9-12 by Troisième, Quatrième, Cinquième, and Sixième Echelon texts and materials to be published.

General Comments: Premier Echelon introduces French in the sixth grade, and could be completed in the seventh grade. With this arrangement a class could cover what suits the individual conditions in Grade 6 and continue in the next level. It is a well-planned structural approach with ample provision for practice and mastery of each structure. Variations in the exercises provide opportunities for thinking in French, and avoid the monotony of unimaginative drills. Attention to culture is evident in illustrations of the student books. Songs and dialogues provide supplementary activities.

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TEACHERS PUBLISHING CORPORATION

P.O. Box 2000, Darien, Conn. 06820

Components of Modern Language Association Elementary French Series:*

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*Although MLA FLES programs exist in French, German, and Spanish, each program shows differences from the other two and each has been evaluated separately for this reason.

Books:	Teacher's Guides	
	Beginning French Grade 3, 1959	$2.95
	Continuing French Grade 4, 1960	2.95
	Continuing French Grade 5, 1963	2.95
Records:	(12-ince 33 1/3 rpm)	
	French Grade 3 (1 record)	5.00
	French Grade 4 (1 record)	5.00
Posters:	(9" X 12")	
	French Grade 3 (34 posters)	3.00
	French Grade 4 (38 posters)	3.00
	(The posters are not part of the original MLA package but are owned by and available from Teachers Publishing Corporation.)	

Time Allotment: Minimum--three 20 minute periods per week. Ideal--daily 15 or 20 minute periods.

Teacher Training Requirements: Oral proficiency in French; teacher is sole language model. Training in FLES methods.

Method: Audio-lingual. Dialogues basis for learnings. Grammar not introduced as such, but included in structure drills in fifth grade. Good review and re-entry of learned material, transition from unit to unit and level to level. Reading and writing not introduced in dialogue or sentence contexts. Language learning extends beyond repetition and memorization, including inductive exercises. Words and simple musical accompaniment provided for songs offered in grades 3 and 4. Few simple games included.

Content: Material appropriate to interest and learning ability of various levels. Well-planned progression of learnings throughout. Vocabulary and structures usable and basic, controlled and limited to realistic consideration of learner. Pattern drills at level 5 provide variety. Language culturally and linguistically authentic, dialogues including situations involving French customs and culture. No tests included, but suggestions for testing techniques.

Teacher's Manual: Table of contents lists units and songs. Index of vocabulary items (except in grade 3), list of structures taught, indication of where vocabulary and/or structures introduced. Manual for grade 3 has specific directions for use of program, FLES methods and skills development. Each unit lists props needed, suggests procedures for adapting dialogues to other situations, review, directed dialogue. Suggestions for teaching songs and for playing games. No English for items in grade 3 and 4, but English included in grade 5. Manual provides French names for boys and girls. Time allotment for teaching realistic.

Student Book: None.

Visual Aids: Posters, 9" X 12", for vocabulary drill, cues for dialogues. Colorful stick figures illustrate situations for grade 3 and grade 4. Closely related to dialogues. On back of poster is unit number and lines of dialogue illustrated. Posters easy to handle, sturdy, uncluttered, easily visible in classroom. May also be used for stimulating free conversation, description, drills.

Audio Aids: One 12", 33 1/3 rpm record for grade 3 and one for grade 4. Records serve mainly to aid teacher with pronunciation, rhythm, intonation. No pauses for repetition. Record includes dialogues, dialogue adaptations, directed dialogues. Speech at normal rate, clearly audible; native adult male and female voices used.

Articulation Of This Program With Next Levels: None provided by publisher, but materials should articulate with any structured audio-lingual series at the next level.

General Comments: The vocabulary and structures are presented in interesting dialogue situations. In grade 5, every third unit is a narrative. It is a well-structured program, with well controlled vocabulary and structures, dialogue adaptation and re-entry. The dialogues are plausible and natural. Fifth grade includes some free replacement exercises and opportunities for free conversation at the end of each unit. Unlike the Spanish and German series, the French materials do not include a student reader. The absence of student books and visual aids (except for the posters for grades 3 and 4) requires the teacher to use ingenuity and imagination in creating or collecting teaching aids. Good teaching guidance is provided. Cultural content is scarce and needs to be supplemented. This program can also be used in grades 4, 5, and 6.

Note: The American Council on the Teaching of Foreign Language (ACTFL) informs us (April, 1969) that it is attempting to phase out these materials. Future publishing plans with respect to the MLA FLES Guides will be available at a later date. These materials are available from Teachers Publishing Corporation at the time of this printing.

INTEGRATED GERMAN FLES PROGRAMS

Publisher	Program	Page
Eye Gate House, Incorporated	*Hier Spricht Man Deutsch*	33
Max Hueber verlag München (Distributed by Chilton Books)	*Kinder Lernen Deutsch*	35
Pruett Press, Incorporated	*German in the Elementary Grades*	36
Teachers Publishing Company	*Modern Language Association Elementary German Series*	38
University of Wisconsin Editorial and Communications Services	*Wir Lernen Deutsch*	39

EYE GATE HOUSE, INC.*

146-01 Archer Avenue, Jamaica, N.Y. 11435

Authors: *Vera V. Villegas*, Frances M. Lombardi, Elisa Fernandez, Jean Haydu.

Components of *Hier Spricht Man Deutsch*:

First Year:	80 picture flashcards	1961	
	7 color filmstrips		
	8, 7"-33 1/3 rpm records		
	Student workbook (sample)		Set $50.00
Second Year:	16 color filmstrips	1962	
	14 records, 7"-33 1/3, microgroove		
	Student workbook (sample)		Set $100.00
Third Year:	24 color filmstrips	1962	
	12 records, 7"-33 1/3 rpm, microgroove		
	Student workbook (sample)		Set $135.00

Additional Materials: (these are included in the initial order)

First Year picture flashcards, set of 80	$2.70
First Year workbook	$1.25
Second Year workbook	$1.25
Third Year workbook	$1.25
Additional teacher's manual	$1.25

Time Allotment: "Ideally pupils should receive instruction five days a week for periods not exceeding 20 minutes each." May be begun in any elementary grade. Each of three levels expected to be year's work.

Teacher Training Requirements: Fluency in basic oral, contemporary German. Training in FLES.

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*The entire program is available from Eye Gate House, Inc., which produces the recordings and filmstrips. Educational Developmental Laboratories, Inc., 75 Prospect Street, Huntington, N.Y., produces the rest of the program.

Method: Audio-lingual-visual. Described as "multi-sensory" approach. Uses records, filmstrips, workbooks, flashcards, drillstrips. No reading or writing introduced in three-year program. Vocabulary presented in lists via filmstrips and records; few structures included so vocabulary may be used in simple question-answer drills. No dialogues, narratives, or conversational German. Emphasis on listening, repeating, memorization, speaking. No evidence of planned review or re-entry from unit to unit. No pattern drills, pronunciation exercises, songs, or tests included. Each lesson follows same format.

Content: Rather heavy vocabulary and sometimes formal structures employed in presentations. First year lessons built around the classroom, colors and numbers, the head and body, clothing, and the like. Second year centers around family and family relationships, house, its rooms, furniture, activities in home, eating and foods, going to drugstore, and the like. Third year involves illnesses, clothes, community helpers, policemen, mailmen, games, sports and amusements, etc. Language sometimes not culturally authentic or contemporary (use of Sie with elementary children unnatural; expression Gern geschehen not reflection of contemporary usage). Content of lessons should interest learners; it deals with familiar situations. Little German culture reflected in illustrations on filmstrips or in workbooks. Suggestions for evaluative techniques given in teacher's manual.

Teacher's Manual: Spiral bound, 66 pages. Table of contents for first year includes foreward and introduction, background information on FLES, explanation of program, list of units (5 in first book), selected bibliography, list of German names for pupils. Each unit divided into lessons. Plans provided in rather complete detail with statement of specific aims, definition of material to be taught, facts, and concepts to be learned, procedures to follow, suggested classroom activities. Clear suggestions for use of filmstrips, records, workbooks and drill strips. Translations of vocabulary and most expressions included. Suggestions for additional activities given.

Student Books: Spiral bound, about 40 pages each, good quality paper, appealing cartoon-like drawings in black and white (some illustrations in Book III old-fashioned), cut-out activities. No reading in workbooks.

Visual Aids: Filmstrips integral part of program around which units built. First year contains 7 color filmstrips and vocabulary of 365 words; second year contains 16 color filmstrips with cumulative vocabulary of 665 words; third year contains 24 filmstrips with cumulative vocabulary of 1,000 words. Filmstrips provide cues for oral practice; labeled for easy reference; well-drawn illustrations uncluttered and appealing though reflecting little German culture. No stories or dialogues presented on filmstrips.

Audio Aids: 7" microgroove records banded and labeled for easy identification and use; closely correlated with filmstrips. In first year only one female native voice is used; speech abnormally slow, distorting intonation, providing poor model for imitation. More natural if such sentences as "I am a boy" were spoken by male voice, preferably a child's. (15 colors plus 5 colors of hair with two basic sentences in one lesson). Drill strips presenting words and pictures intended to improve language ability not available for evaluation.

General Comments: The filmstrips present a large vocabulary within limited structures. A creative teacher would need to make some dialogues, stories and other means of personalizing the instruction in order to hold the interest of the students. She would also have to exercise judgment in breaking up the lessons so as to present a reasonable amount of filmstrip material per lesson, since the manual does not break down units into teachable segments. Since some of the German language used is not typical of the average middle-class family, the teacher would need to be familiar with contemporary usage and German culture, in order to give a realistic presentation of both. The same program is produced in Spanish and French. Filmstrips for each language are interchangeable, except for the first five or six frames which are peculiar to the country where the language predominates. These materials are available for preview.

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MAX HUEBER VERLAG MÜNCHEN

Available from Chilton Books, 401 Walnut Street, Philadelphia, Pa. 19106

Author: Alice Schlimbach

Components of Kinder Lernen Deutsch:

Lehrerhandbuch: (Paperback, 228 pp.) 1966	$3.15
Die Familie Schiller: (Third Edition)	
Hardcover, 260 pp. 1965	$4.20
Paper 1966	$3.45

Time Allotment: For children 9-11 years. 5 times per week, 50 minutes of instruction. Estimate 2 years use except when fewer meetings provided. Various time allotments described.

Teacher Training Requirements: Experienced FLES teacher with proficiency in German. (Since entire text and teacher's manual are wholly in German, teacher needs to meet at least minimal objectives established in NASDTEC-MLA Guidelines.*) Teacher is only language model.

Method: Listen-Speak-Read-Dramatize-Read-Write. Reading can begin after the first four lessons or at teacher's option.

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*See Appendix.

Content: 20 lessons. School year with family with 4 children, dog and cat, showing both old and new in Germany. Provides both active and passive vocabulary. Presents word, question, answer, dialogue orally first. Structures practiced before explanation offered. Teacher may decide how much to do with grammar explanations. Includes words and music for songs; recommends much singing. Every fifth lesson review. Rich cultural content in family life, holidays, community life.

Teacher's Manual: All in German. Detailed time allotments for lessons and teaching hints. Cross reference with student book pages. Details use of material: overview for lesson, learning problems, active and passive vocabulary, new material, familiar material, supplements, time allotments for portions of lesson, teaching techniques.

Student Book: Clothbound, appealing illustrations all reflecting German culture; several full-page color illustrations afford many cues for oral expression. Includes games, puppet activities.

Visual Aids: None except in student book. Many could easily be duplicated for flannelboard or in line drawings.

Audio Aids: None.

Articulation Of This Program With Next Levels: Can be articulated with reading-grammar or audio-lingual approach, dependent on total school program and emphases.

General Comments: In the time allotments generally given to FLES classes today, there would have to be a careful reworking of the plans given in the Teacher's Manual (*Lehrerhandbuch*) and in the selection of teaching content (especially in regard to reading and structure explanations). Teachers might want to rework grammar drills into patterned exercises in sentence contexts in early stages. In the usual FLES framework this text could provide a four-year program.

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PRUETT PRESS, INC.

P.O. Box 1560, 1428 Pearl Street, Boulder, Colorado 80302

Authors: Dr. Ernest E. Ellert and Lois V. Ellert

Components of Program: (All Books)

Teacher's Manual: *German for Elementary School Children*	$2.50
Die Brücke, Band I, Reader 1958	$2.75
Die Brücke, Band I, Workbook 1958	$1.25
Die Brücke, Band II, Reader 1960	$2.75
Die Brücke, Band II Workbook 1960	$1.25

Time Allotment: Course should easily fill four years of an elementary program under current time schedules. Second reader and workbook might be used in grade 7 in some programs.

Teacher Training Requirements: FLES methods, and at least minimal NASDTEC-MLA* qualifications in German. Teacher only language model.

Method: Eclectic. (Reading taught "above third grade." Alphabet is part of first lesson. Manual discusses "vocabulary" at length. Written test following Unit III asks for responses in English, identification of letters representing sounds.)

Content: Meets standards defined as language goals rather well. Material appropriate to learner's interest and ability level. Length of some units will require experienced teacher to cut at appropriate segmental division, keeping a meaningful, developmental idea running throughout. Little cultural information other than in context of drills, and this requires teacher's interpretation. Vocabulary load extremely extensive although controlled and re-entered. Workbooks contain extremely creative exercises. Tests are some of best done in area of FLES--less test than learning experience. Tests well-suited to age and interest of learner. Cultural information not tested, nor are there recorded test materials, but neither of these facets appears to present any real problems.

Teacher's Manual: Teacher's Manual for first part of course provides introductory information; teacher will need methods training to use much of it. Some information (recommended class size of fifteen students) not realistic in view of the present organization and current resources of elementary school. Some suggestions ("even third and fourth graders will profit from keeping a notebook...") require concrete expansion to be really helpful. Units laid out with materials needed and classroom procedures. Classroom procedures include language content to be taught. First student reader contains extensive directions for use. It is estimated to follow one or more years of audio-lingual instruction. Directions for handling reading skills very good. Directions to teacher in workbook not extensive, but adequate, since exercises themselves give necessary information. Good interrelation among components.

Student Book: No books for students until the completion of "Teacher's Manual" (up to 2 1/2 years depending on time available). Reader and workbook excellent, providing re-entry of audio-lingually mastered material as well as creative manipulations of it. Two components beautifully interrelated, providing varied and interesting instructional techniques.

Visual Aids: Illustrations in readers and workbooks only; basic visual aid suggestions given at the outset of each lesson.

Audio Aids: None.

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*See Appendix.

Articulation Of This Program With Next Levels: While there are no materials for the next level, the range of content and skills should permit articulation (through teacher study) with comparably designed materials.

General Comments: The set of materials is extremely well done. While the teacher might prefer to have sample lesson plan breakdowns of one or two of the units, a trained FLES teacher could design a good program with little more than his own supplemental visual aids. The skill developmental breakdown is very well handled. The readers and workbooks have provided the kinds of creative and innovative approaches to exercises and drill work that should motivate fifth and sixth graders, usually the most difficult ages to reach in FLES programs.

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TEACHERS PUBLISHING CORPORATION

P.O. Box 2000, Darien, Conn. 06820

Components of Modern Language Association Elementary German Series:*

Teacher's Guides:	Beginning German Grade 3	1956	$2.95
	Continuing German Grade 4	1964	$2.95
	Continuing German Grade 5	1964	$2.95
Student's Book:	Continuing German in Grade 5		$ .75

Time Allotment: Minimum: three 20-minute periods per week. Ideal: daily 15 or 20-minute periods.

Teacher Training Requirements: Oral proficiency. Teacher sole language model. Training in FLES methods.

Method: Audio-lingual. Oral mastery expected before introduction to reading and/or writing.

Content: Provides material appropriate to interest level and learning ability of students (life of a German child of the same age). Planned progression from unit to unit and level to level, transition to each new phase of learning. Vocabulary and structures readily usable, though dialogues may be lengthy and complicated, especially in grade 3, for classes meeting two or three times per week. Good opportunity for personalizing dialogues. Language is culturally authentic, representing contemporary life. Excellent provision for teaching culture, including sources of aids in relevant lessons.

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*Although MLA FLES programs exist in French, German, and Spanish, each program shows differences from the other two and each has been evaluated separately for this reason.

Teacher's Manual: Complete table of contents, index of vocabulary items, showing location of first entry in grades 3 and 4. Vocabulary lists offer no English translations. More detailed information on use of materials and variations of teaching procedures would be desirable. Same information for teaching for grades 3 and 4. Grade 5 has more detail in describing materials than about use of them. Two and one-half page introduction of reading adequate for well-trained teacher but limited for those who are not. "Floating Units" and variety of activities (songs, games and descriptive narrative selections on culture) enable teacher to be selective. German names for boys and girls given in grade 3 and 4 manuals.

Student Book: Grade 5 only. Contains materials to be read and written, with fill-in grammar exercises appearing with reading lessons.

Visual Aids: None.

Audio Aids: None.

Articulation Of This Program With Next Levels: None provided by publisher, but materials should articulate with any structured audio-lingual series at next level.

General Comments: The length of the sentences in the dialogues and the length of the dialogues themselves may prove difficult to handle. Since there are no visual or audio aids, the teacher must either manufacture aids or collect them, and must provide all language modeling. The successful use of the materials requires a well-trained teacher who meets at least the minimal qualifications for teacher education set forth in the NASDTEC-MLA Guidelines.* The materials are culturally and linguistically good, but since thev represent the "bare bones" of a program, the teacher must be resourceful. A teacher with only an endorsement in foreign language should expect to have difficulty handling these materials effectively. No reference to testing or evaluation is made.

Note: The American Council on the Teaching of Foreign Language (ACTFL) informs us (April, 1969) that it is attempting to phase out these materials. Future publishing plans with respect to the MLA FLES Guides will be available at a later date. These materials are available from Teachers Publishing Corporation at the time of this printing.

*See Appendix.

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UNIVERSITY OF WISCONSIN EDITORIAL AND COMMUNICATIONS SERVICES

Available from The Bookstore, University of Wisconsin Extension
Division, Madison, Wis. 53706

Authors: Eugen and Anneliese Lupri and Lester W.J. Deifert

Components of *Wir Lernen Deutsch*:

Teacher's Book:	*Lehrmethode* (Spiral bound, 26 pp.) 1960	$ .50
Student Picture Book:	*Bilderbuch* (Spiral, 44 pp.) 1960	$ .75
Student Text:	*Anfangsschritte für Kinder* (Spiral, 78 pp.) 1960	$1.30

Time Allotment: 50-70 hours of instruction; no divisions into daily segments given. Suggested for use in any elementary grade from third grade up.

Teacher Training Requirements: German oral proficiency. Teacher is only model. FLES teacher training recommended.

Method: Audio-lingual. All pupils should be provided with *Bilderbuch*. Accompanying fifteen lessons in teacher manual to be covered orally. After oral mastery children should be provided with text *Anfangsschritte*. Children start reading appropriate parts of *Aufgabe Eins* and labeling all pictures in *Bilderbuch* which contains same content as reader. Children then go to *Ubungen*. Each lesson follows this procedure. Page of written selections in sixteenth lesson to be read and reviewed with questions. Each unit in textbook includes additional vocabulary, supplementary sentences, review activities involving multiple-choice sentences to be read aloud and marked by student. Pictures in *Bilderbuch* and text of *Anfangssechritte* closely related. Cross index not provided for them, but this is not serious lack. Author suggests that in addition to basic sentences as many poems, riddles and songs as possible should be learned and memorized. (Includes section in student book.) Four supplementary units included not meant to be exhaustive, but rather suggestive. Stress placed on "no English".

Content: Greetings, family and family relationships, house, classroom, numbers, colors, geography (rather fully treated), telling time, calendar and seasons, Christmas included. Material appears to be at interest level, within learning ability, of elementary children, employing commonly used expressions, limited in number. Vocabulary introduced in content with additional vocabulary provided in lists along with supplementary sentences to be learned if time permits. Culture reflected in language and illustrations of student book. Review techniques suggested for oral period, included in reading period of program.

Teacher's Manual: Spiral bound, paper cover, 26 pp. Teacher manual must be used with two other books, since directions for teaching refer to *Anfangsschritte* and *Bilderbuch*. This might prove inconvenient. Directions clear. Single procedure established for each lesson. Teaching aids needed listed (usually blackboard and *Bilderbuch* plus teacher made or collected items), followed by description of teaching procedure, suggestions for review. No index, table of contents, cross index for student books, or list of vocabulary and structural items. Suggestions given for adaptations and recombinations of content; variety of activities provided or suggested to reinforce teaching. Time allotment of 70 hours seems realistic; under present FLES framework course should take up to two years work.

Student Books: Both spiral bound, paper covered, good quality paper. First book composed of black and white drawings, appealing in nature, cartoon-like, with some cultural associations. Second book has no illustrations. Text printed by Bruning process, resembling typewriting; all German except for few English directions. Lessons follow same order, have same content as the preceding oral program. Reading exercises what has been learned orally plus some supplementary sentence patterns, vocabulary, drawing activities, multiple-choice questions, directions for labeling pictures in Bilderbuch. Recombination exercises suggested.

Visual Aids: None provided except in student picture book. Suggestions given for use of blackboard, additional pictures, realia.

Audio Aids: None provided.

Articulation Of This Program With Next Levels: None suggested. Deliberate provision would have to be made for articulation with the following levels.

General Comments: It would be difficult to measure what the children had mastered from this program, since no testing or evaluative devices are included to measure learning outcomes (except the exercises in the separate lessons). There is not evidence of planned progression in structure; emphasis seems to be on acquisition of vocabulary. An experienced teacher, by adapting the materials and constructing variations of the question-answer drills (creating some dialogues, perhaps) would be able to design a meaningful FLES experience.

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INTEGRATED SPANISH FLES PROGRAMS

Publisher	Program	Page
Allyn and Bacon, Incorporated	Elementary Spanish Series	43
W.S. Benson and Company	Para Mis Niños	45
Encyclopaedia Britannica Educational Corporation	Adventures of Miguelito	48
Ginn and Company	Elementary Spanish Course	50
Harr Wagner	Children of the Americas Series	52
D.C. Heath and Company	Getting to Know Spanish	55
	Una Aventura Española	57
Holt, Rinehart and Winston	HRW Elementary Spanish Series	59
	Para Empezar	63
Houghton Mifflin	Spanish in the Grades	65
Kenworthy Educational Service	Laguna Spanish Series	67
McGraw-Hill Book Company	Let's Speak Spanish	69
Charles E. Merrill Publishing Company	Merrill FLES Program	71
National Textbook Company	Spanish for Young Americans Series	73
Teachers Publishing Company	Modern Language Association Elementary Spanish Series	74

ALLYN AND BACON, INC.

470 Atlantic Avenue, Boston, Mass. 02210

Authors: Walter M. Langford, Charles E. Parnell, M. Raymond

Components of *Elementary Spanish Series*:

Books:	*Buenos Dias*	Teacher edition (paper) 1961	$1.16
		Student book (paper)	1.16
	Venga a Ver	Teacher edition 1961	1.16
		Student book	1.16
	Yo se Leer	Teacher edition 1961	1.24
		Student book	1.24
	Me Gusta Leer	Teacher edition 1961	1.24
		Student book	1.24

			List	*Net*
Records:	*Buenos Dias*	two 12" 33 1/3 rpm	$12.60	$9.45
	Venga a Ver	two 12" 33 1/3 rpm	12.60	9.45
	Yo se Leer	three 12" 33 1/3 rpm	19.84	14.88
	Me Gusta Leer	four 12" 33 1/3 rpm	26.08	19.56
Tapes:	*Buenos Dias*	one 7" reel dual track, 3 3/4 ips	16.84	12.63
	Venga a Ver	one 7" dual track, 3 3/4 ips	16.84	12.63
	Yo se Leer	two 7" dual track, 3 3/4 ips	33.28	24.96
	Me Gusta Leer	three 7" dual track, 3 3/4 ips	49.48	37.11

Time Allotment: One 30-minute period per day.

Teacher Training Requirements: Fluency at elementary levels. Training in elementary teaching methods.

Method: Combination of oral-aural and direct. Dialogues present language. Oral mastery expected before reading or writing introduced (in Books 3 and 4); then there are also pronunciation exercises, pattern drills and some grammar. Method based on use of patterns, encourages student to produce new oral and written forms from structures presented. Review and re-entry of vocabulary items reinforce learnings, good transition from lesson to lesson, level to level. Teaching activities, songs and games, provide teaching variety. Pictures in Books 1 and 2 provide cues for conversations. Books 3 and 4 present written presentations of orally learned material, phonetic exercises, supplementary reading work.

Content: Four language skills presented in controlled progression, with oral mastery expected before proceeding to other skills. Content of series centers around family, classroom, house, parties, weather and seasons, time, calendar, parts of the body, foods, animals, games, fiestas, and so on. Subject matter treated more fully and with variations at each level; simple reading exercises begin in Book 3 and continue in Book 4. Continuity through Books 3 and 4 provided by letters from Maria Luisa. Typically Spanish American songs, rhymes and poems present culture, as does one unit in Book 4, including historic facts and pictures of South America and Mexico. Emphasis on phonetics, pronunciation and intonation included in Book 3. Cultural content rather light; in first three books usted form used among children, tu form appearing in Book 4. Rather heavy vocabulary load (listed at beginning of each lesson). No cultural information regarding daily life provided for teacher to tell children. Review sections provided but no tests.

Teacher's Manual: Paper bound. Contains word lists of new vocabulary and indications of previously presented items, no indication of first appearance. Table of contents lists subject of each unit. Book 4 has very complete table of contents. Directions to teacher quite specific and sufficient, describing procedures for developing skills and implementing activities. Suggestions for adaptations and recombinations of content are included with ample provision for variety so teacher can be selective. No visual aids other than student illustrated books. English equivalents of student material not given.

Student Books: Paper bound, good quality paper, appropriate size type in books with reading texts, good format. Illustrations consist of well-done line drawings, two-color, uncluttered; little reflection of Spanish culture. Children in Books I and II seem to be 2-4 graders. Children illustrated in Books III and IV are younger than children in grades 5 and 6. Illustrations provide ample material for oral cues. Readings in Books III and IV offer controlled vocabulary and structures using only material mastered orally. Interest level appropriate to level of learner. Exercises for beginning writing simple fill-ins, involve choosing and copying from given words or expressions. Books III and IV provide recombinations of learned material into new contexts. Books essential to use of program.

Visual Aids: None besides student books.

Audio Aids: Records and tapes are provided. No reference is made to their use in teacher's manual. Not necessary to successful use of program, but provide additional voices and some variety of presentation; selected material presented by native voices.

Articulation Of This Program With Next Levels: None stated by publisher. Successful completion of program should be excellent background for any audio-lingual program at following levels.

General Comments: While the vocabulary in Books III and IV are suitable for intermediate grades, the illustrations are of children considerably younger than those in grades 5 and 6. Visual aids have to be provided by the teacher. The content in Books III and IV would probably require the recommended 30-minutes daily to handle it successfully. If less time is available it might be possible to use only the first levels over a longer period of time. Each unit in the teacher's guide presents rather long lists of vocabulary and the teacher might need to be selective in this regard. This program provides good oral and written exercises, involving recombinations and review of learned material. The teacher's manuals provide many suggestions for learning activities and motivation for student throughout the program.

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W.S. BENSON AND COMPANY

P.O. Box 1866, Austin, Texas 78767

Author: Carlos Rivera

Components of Para Mis Niños:

Books: Teacher's Editions (paperbound)

Mis Primeros Pasos (127 pp.) 1966	$1.40
De Camino (191 pp.) 1966	1.60
Caminando y Aprendiendo (205 pp.) 1966	1.80
Viajar y Aprender (230 pp.) 1966	2.00

Student Books: (clothbound)

Mis Primeros Pasos (121 pp.)	3.00
De Camino (161 pp.)	3.04
Caminando y Aprendiendo (161 pp.)	3.08
Viajar y Aprender (169 pp.)	3.12

Tapes: (dual track, 7 1/2 ips)

Mis Primeros Pasos, 2 tapes	12.80
De Camino, 3 tapes	19.20
Caminando y Aprendiendo, 4 tapes	25.60

Viajar y Aprender, 3 tapes	$19.20
Para Mis Niños, 12 tapes for all books	76.80

Time Allotment: "The length of time spent on each (unit) depends upon the teacher's judgment that the material is well learned." Each level expected to be completed in one school year. No basic daily or weekly time allotment stated by publisher.

Teacher Training Requirement: Fluency in conversational Spanish. Teacher is model for language. FLES methods.

Method: Author describes this as "phonetic-visual" approach of audio-lingual-method, based on pronunciation by teacher model, aided by visual aids. "This audio-lingual approach includes the skills of listening, repeating or conversing, writing and reading, each skill taught separately and in this order." (This follows different sequence from order usually described.) Author states first step in audio-lingual approach is conversation motivated by teacher's statement concerning vocabularies to be developed. Pattern drills, adapted dialogue, supervised dialogues, supplementary drills used. Writing introduced in Unit IV of grade 3 (11 units); consists of copying known vocabularies and expressions directly from known material, reading selection. Material presented orally before children taught to read. "The first step in reading is a clear understanding of Spanish vowel sounds," which are explained by teacher writing on board. In actual reading program teacher serves as model by reading sentence for choral repetition. Phonetic analysis starts in grade 3. Conscious attention drawn to grammar from beginning. Inductive learning expected. Songs, games, suggestions for desk work activities are supplements.

Content: Subject matter in first book includes numbers, classroom, parts of body, clothing, family, house, foods, community workers. Book II begins with brief review, includes units on school, seasons and weather, sports, daily activities, meals and food shopping, trip to Mexico. Books III and IV enlarge upon these subjects, adapting to interests of children in grades 5 and 6. Every unit follows same pattern - reading, supplementary drill, adapted dialogue, supervised dialogue, pattern drills, writing exercises. Tests as such not included. Some cultural differences pointed out, but illustrations in student books generally reflect American life. Songs and rhymes typically Spanish, though some American songs translated into Spanish. Book I includes finger games as activity. Books II, III, and IV all include identical material in Appendix of Student Book on weather, circus, holidays and introductions. Vocabulary consists of commonly used expressions.

Teacher's Manual: Paper-bound, 8 1/2" X 11". Gives suggested techniques and procedures for developing oral conversations based on material presented. Instructions for developing all divisions of each unit included. Each teacher's edition contains complete text of pupil's book in distinguishing type, along with step-by-step instructions for presenting material. Table of contents lists subject of each unit. Appendices contain additional expressions about weather, circus, holidays, introductions, poems, songs with music. Spanish-English vocabulary does not indicate units where items introduced.

Student Book: Hard cover, durable binding, colorful illustrations, good paper and format, appropriate type size. Each unit divided into sections for reading, supplementary drill, adapted dialogue, supervised dialogue, pattern drills, writing exercises. Illustrations, related to text, may be used as cues for oral work. Reading reflects orally presented material, provides variations of material in new contexts. All books, including those for grades 3 and 4, have considerable reading material.

Visual Aids: None provided by publisher. Suggestions given to teacher for visual aids to be made or acquired.

Audio Aids: Complete tape program available to accompany four book series. Tapes consist of pupil's reading selection from each lesson, substitution drills. Songs and music presented at end of each lesson. Recordings transcribed by author, a native, speaking with enthusiasm, good intonation and pronunciation. Pauses for repetition filled with recordings of model class repeating material; pauses for repetition adequate only if students can make instant response. Good reverse build-up drills. In pattern drills only word cue given with no reinforcement of student response. General quality of recordings only fair, making sound discrimination somewhat difficult at times. Teacher's manual does not mention tapes or how to use them.

Articulation Of This Program With Next Levels: None stated by publisher. Pupils who successfully complete the program would be adequately prepared in oral, written and reading skills for continued work in junior high school.

General Comment: The materials, developed in the El Paso, Texas, school system, have many Mexican-American influences in vocabulary, but usually alternates are given. If the teacher's manual were an oversized copy of the student's text and included teacher instructions, it would be easier to use. Good suggestions for reinforcing structures and vocabulary are given in the manual. Indices of first occurrences for vocabulary, structures, and re-entry of items are lacking. The program is intended to be an integral part of the student's daily routine, which is possible in a self-contained classroom with the classroom teacher. Provision is made for review and re-entry of materials, and for recombination drills. Many variations of answers to questions are given; this might overload material to be learned but also provides for greater fluency. The material appears to suit the age of the learners so far as subject matter is concerned, but the early requirements of reading and writing and the phonetic analysis seem a burden for the average third or fourth grader.

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ENCYCLOPAEDIA BRITANNICA EDUCATIONAL CORPORATION

425 North Michigan Avenue, Chicago, Ill. 60611

Author: Charles H. Herbert, Jr.

Components of The Adventures of Miguelito:

Part I - Lessons 1-75 1965

Books:	Teacher's Guide (paper bound, 162 pp.)
	Student Lesson Book (paper bound, 96 pp.)
Records:	20 12" 33 1/3 rpm - per kit $104.00*

Part II - Lessons 76-150 1965

Books:	Teacher's Manual (paper bound, 166 pp.)
	Student Lesson Book (paper bound, 88 pp.)
Records:	20 12" 33 1/3 rpm - per kit $104.00*

Time Allotment: Two full years if used alternate days for 30 weeks; one year if used daily. May be used at any point in grades 3 to 7.

Teacher Training Requirements: "A self-contained course that may be modified by the non-specialist teacher." Specialist teacher can add variety and dimension and give more emphasis to speaking practice than can non-specialist. Both must understand course philosophy and have elementary teacher training.

Method: Audio-Lingual-Visual. First 75 lessons to develop listening skills before speaking skills developed. Listening comprehension and speaking treated as separate skills. Lessons 76-150 continue skill development while introducing written forms. Reading introduced in small steps, employing previously learned material. Good listening habits first objective of course. Visual cues and English introduction to recordings alert student to listen for certain language elements. Word for word translation discouraged. Speaking second objective of program. Tests check listening comprehension in each lesson. Additional exercises suggested in each lesson.

Content: Utilizes series of sentences, not dialogues. Each sentence relates to visual in student book rather than to another sentence. Eight supplementary dialogues included for possible utilization following lesson 75; not integral parts of lessons. No separate pronunciation exercises provided. One pattern practice (essentially

*Note: Classroom kits contain 30 student lesson books, teacher's manual, 20 records. Price for both kits is $197.00. Individual Records - $4.45; Individual Teacher's Manuals - $1.25; Individual Student Books - $.85.

simple item-substitution drill in every instance) provided per lesson. Structural changes not included. No grammar introduced formally but each lesson built around grammatical point, explained in general terms prior to practice session. Thread of continuity from unit to unit provided by presence of Miguelito. Grammatical continuity and regular re-entry of vocabulary items provided. Vocabulary always presented in context with simultaneous reference to visual aid (usually picture in student book). Little opportunity for inductive learning as student neither hears nor creates variations of basic sentences. No songs or games.

Teacher's Manual: Paperbound, 165 pages, easy to use, well-organized format. Table of contents lists subject of every lesson, supplementary dialogues, location of vocabulary list. Foreward presents point of view of program, directions for using guide and records. Each lesson preceded by introduction, followed by listening-comprehension practice, listening comprehension activity, listening-comprehension test, speaking practice. All divisions contain suggestions for teacher. Some activities for reinforcing learning suggested. Reproductions of illustrations in student books included with each lesson in teacher's manual, on same page with lesson content, and answers to comprehension tests. Whole lesson presented on double-page of opened book.

Student Book: Paperbound, attractive format, uncluttered, fine-line ink drawings of Miguelito, his family and friends, village life, maps, buildings, etc. Two types of culture presented - upper middle class of Miguelito and his family and rural Mexican life. Student book integral part of program used with each lesson and all activities. Book I only pictures. Book 2 has very simple Spanish text of already learned material, English introductions to each unit offering cultural information on history, fiestas, famous Mexican cities, Mexico City, the arts, Mexican sports. Only Mexican culture presented.

Visual Aids: None except Student Book.

Audio Aids: High quality disc recordings utilizing native speakers at normal speed. Sound effects used in introduction of each lesson make presentations more interesting. Good variety of speakers. Instructions clear. Sufficient time allowed for students to repeat. Recorded material follows exactly that presented in class. Each lesson setting narrated in English. Pupils follow numbered pictures in lesson books as Spanish is spoken. When reading has begun pupils read text silently while listening to records as first step in reading. Listening tests given on recordings. Confirmation of responses provided for substitution drills and for reading practice. Dialogues at end of Part I and Part II serve as supplementary listening, speaking and reading practice, give children opportunities to hear continuous speech, to memorize for dramatization if desired.

Articulation Of This Program With Next Levels: None stated by publisher, but students should have control of oral skills and be well prepared for audio-lingual program at next level.

General Comments: Since this program is a "self-contained course that can easily be monitored by the non-specialist teacher," it is of necessity highly restrictive with reference to any type of dialogue adaptation. No provision is made for student to relate what he has learned to say to a real-life situation in which he, himself, is involved. On the other hand, the specialist teacher may well accomplish this by asking the students direct questions which could be answered by using the same basic pattern which the student has just mastered. This is proposed in the author's comments to the specialist teacher. In most instances the material is such that it can relate well to the learner's scope of experience. Lesson topics are pertinent and cover a variety of situations which provide the student with a useful reserve of common vocabulary items and sentence structures.

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GINN AND COMPANY

Statler Building, Boston, Mass. 02117

Author: Tirsa Saavedra Scott

Components of Elementary Spanish Course:

Level I 1963

		List	Net
Books:	Teacher's Edition, ¿Como se Dice? (paperbound, 64 pp.)	$2.08	$1.56
	Student book, ¿Como se Dice? (paperbound, 64 pp.)	1.44	1.08
	Teacher's Manual, Somos Amigos, Libro Primero (paperbound, 199 pp.)	1.68	1.26
	Student book, Somos Amigos, Libro Primero (paperbound, 124 pp.)	2.08	1.56
Records:	Teacher's Record Kit (65-7" 33 1/3)	65.00	65.00
	Student Set, ¿Como se Dice? (21-7" 33 1/3)	21.00	21.00
	Student Set, Somos Amigos, Libro Primero (18-7" 33 1/3)	18.00	18.00
	Spanish Christmas Carols (1-7" 33 1/3)	1.00	1.00

Level II 1965-66

Books:	Teacher's Manual (paperbound, 219 pp.)	1.84	1.38
	Student book, Somos Amigos, Libro Segundo (paperbound, 184 pp.)	3.00	2.25

		List	Net
	Student workbook, ¿Como se Escribe? (paperbound, 120 pp.)	$1.40	$1.05
Records:	Teacher's Record Kit (57-7" 33 1/3)		70.00
	Readings and Stories (2-7" 33 1/3)		2.00
	Spanish Songs (1-7" 33 1/3)		1.00

(List Price subject to discount.
Net Price FOB Publisher)

Time Allotment: None stated. Course tested in grades 4 to 8.

Teacher Training Requirement: Knowledge of elementary foreign-language teaching. Ability to furnish good model for oral Spanish.

Method: Audio-lingual-visual with as little use of English as possible. First book provides pictures for identification, for learning limited structures. Grammar and vocabulary introduced in sentence context. Emphasis placed on oral mastery before reading presented in Book 2, Level I, and writing which begins in Level II. Life of boy named Miguel, at home, school, play, and in community, forms core for learnings after Book 1, providing continuity. Songs, games, activities provided for variety, cultural learnings.

Content: Level I includes Book I and Book II, Book I providing vocabulary for reading presented in Book II. Book I intended to be used along with Book II. ¿Como se Dice? is practice book for Level I; contains 15 units, picturing objects and actions, for identification in limited sentence patterns. Pictures related to equivalent units in Somos Amigos, Libro Primero, second book for Level I, which includes 15 units paralleling those in practice book; presents basic text for Level I. Drills and exercises in text and on accompanying records provide additional oral practice. Somos Amigos, Libro Segundo, basic text for Level II, contains 53 lessons, with pictures preceding each lesson, followed by dialogue, stories, poems, songs, exercises. Miguel and his friends form core of narrative; some added materials on geography, peoples, culture. ¿Como se Escribe? accompanying writing workbook, has exercise for each lesson in Level II. Extensive vocabulary and number of structures presented seem to present heavy learning load for this level of students in view of time available for teaching. Cultural information included in teacher's manuals. True-false, comprehension tests included in texts, on records.

Teacher's Manual: Complete table of contents, cross-referenced with student books. No index of vocabulary or structures or first entry of these except for vocabulary list in Somos Amigos, Libro Primero. Some items translated, others not. Directions for using program not always clear. Provision made for follow-up activities; enough material so teacher can be selective.

Student Book: Integral part of program. Paperbound, good quality paper, attractive format, colorful, have appealingly drawn illustrations appropriate to age level. Few illustrations in Somos Amigos, Libro Segundo typically Spanish; most illustrations could be American. Labels and signs on buildings in English although students have been reading for at least a year. No reading in first book; reading begins in second book, continues in Level II Spanish with considerable reading matter. Workbook ¿Como se Escribe? for Level II is essentially writing book, each lesson paralleling lessons in Somos Amigos, Libro Segundo.

Visual Aids: Picture charts, enlargements of 15 full-page illustrations for each unit in Book I; useful for group practice and review. Large enough to be seen easily, uncluttered, colorful, durable; provide cues for oral practice. Not essential to program because they reproduce pictures in student books, but constitute good supplementary teaching tool.

Audio Aids: Records integral part of program. Duplicate material taught in class; provide native models. Songs and musical accompaniments add pleasant variations. Variety of good voices, male and female, adult and child, speak at normal or slower than normal speed with pauses for repetition. Records boxed and clearly marked for identification.

Articulation Of This Program With Next Levels: No texts expressly follow Somos Amigos II but publisher has available Spanish: Oral Approach I by Michalski.

General Comments: Student books very attractive in appearance with many illustrations which can spark oral practice and generate simple conversations. The paper bindings might not hold up under much handling. Considerable emphasis is placed on reading and writing after the initial phase. New material appearing in reading exercises would require teacher re-wording or revision of lessons to teach vocabulary before attacking printed pages. Some material seems too difficult for elementary grades. The series is designed to be used with "youngsters in grades 4 to 8". By using some materials for longer periods of time, the language specialist might adjust the series to the learning abilities of students in the time available. In the first book, identification of pictures consists of many repetitions of such sentences as: La falda. Es la falda. Esta es la falda which may become monotonous. Another page, near the beginning of the first book, introduces six reflexive verbs, in singular and plural third person forms, a great deal for a fourth grader to master. Some content in the remainder of this book and in the following books seems difficult for pupils in the elementary grades and might be more easily handled by the more mature junior high student.

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HARR WAGNER
A Subsidiary of Field Educational Publications, Inc.

117 East Palatine Road, Palatine, Ill. 60067

Authors: Edna E. Babcock and Catherine Cooper

Components of *The Children of the Americas Series*:

Stage I:		
Introductory Kit:	1 10" Longplay Recording	
	Correlated Picture Vocabulary Cards	
	Instructional Guide for the Teacher	$8.00
Stage II:		
Student Books:	*Rosita y Panchito* (72 pp.) 1957	2.44
	Chiquito y Cola Rizada (96 pp.) 1957	2.60
	Los Viajeritos Venturosos (96 pp.) 1957	2.60
Records:	(12" lp) 1 - *Rosita y Panchito*	4.60
	1 - *Chiquito y Cola Rizada*	4.60
	1 - *Los Viajeritos Venturosos*	4.60
Teacher's Manual:	(covers all books for Stage II; paperbound, 388 pp.)	4.00
Stage III:		
Student Books:	*Paco en el Perú* 1957	2.84
	Miguel en Mexico 1958	2.84
	Carlos en el Caribe 1958	2.84
Records:	(12" lp) 1 - *Paco en el Perú*	4.60
	1 - *Miguel en Mexico*	4.60
	1 - *Carlos en el Caribe*	4.60
Teacher's Manual:	(covers all books for Stage III)	4.00

Time Allotment: Daily lessons recommended; minimum three times a week. Publisher says program may be introduced in grade 1, 3 or 6, ideally in grade 3 or 4. Program in three stages: Introductory Stage 1; Stage 2 for grades 3-5; Stage 3 for grades 6-8.

Teacher Training Requirements: Spanish teachers trained in audio-lingual-visual techniques, elementary teachers with basic knowledge of Spanish, Student Book: Integral part of program. Paperbound, good quality paper, attractive format, colorful, have appealingly drawn illustrations appropriate to age level. Few illustrations in Somos Amigos, Libro Segundo typically Spanish; most illustrations could be American. Labels and signs on buildings in English although students have been reading for at least a year. No reading in first book; reading begins in second book, continues in Level II Spanish with considerable reading matter. Workbook ¿Como se Escribe? for Level II is essentially writing book, each lesson paralleling lessons in Somos Amigos, Libro Segundo.

Visual Aids: Picture charts, enlargements of 15 full-page illustrations for each unit in Book I; useful for group practice and review. Large enough to be seen easily, uncluttered, colorful, durable; provide cues for oral practice. Not essential to program because they reproduce pictures in student books, but constitute good supplementary teaching tool.

Audio Aids: Records integral part of program. Duplicate material taught in class; provide native models. Songs and musical accompaniments add pleasant variations. Variety of good voices, male and female, adult and child, speak at normal or slower than normal speed with pauses for repetition. Records boxed and clearly marked for identification.

Articulation Of This Program With Next Levels: No texts expressly follow Somos Amigos II but publisher has available Spanish: Oral Approach I by Michalski.

General Comments: Student books very attractive in appearance with many illustrations which can spark oral practice and generate simple conversations. The paper bindings might not hold up under much handling. Considerable emphasis is placed on reading and writing after the initial phase. New material appearing in reading exercises would require teacher re-wording or revision of lessons to teach vocabulary before attacking printed pages. Some material seems too difficult for elementary grades. The series is designed to be used with "youngsters in grades 4 to 8". By using some materials for longer periods of time, the language specialist might adjust the series to the learning abilities of students in the time available. In the first book, identification of pictures consists of many repetitions of such sentences as: La falda. Es la falda. Esta es la falda which may become monotonous. Another page, near the beginning of the first book, introduces six reflexive verbs, in singular and plural third person forms, a great deal for a fourth grader to master. Some content in the remainder of this book and in the following books seems difficult for pupils in the elementary grades and might be more easily handled by the more mature junior high student.

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HARR WAGNER
A Subsidiary of Field Educational Publications, Inc.

117 East Palatine Road, Palatine, Ill. 60067

or elementary teachers with no knowledge of Spanish trained in well developed in-service program to learn Spanish and methodology.

Method: Audio-lingual-visual. Introductory stage or orientation period may be compressed into few weeks at beginning of grade 3 or 4, followed immediately by Stage 2, continuation and development of listening, understanding and imitating skills with development of conversation, reading skills. Stage 3 provides further development of conversation, reading skills; introduces writing, syntax. Structures learned through question-answer activities with few dialogues; some pronunciation exercises and pattern drills. Grammar, though learned indirectly, given planned consideration. Provision for review in each lesson. Some transition from lesson to lesson and level to level. Reading takes place after oral mastery. English explanations to be kept to minimum; translations, as such, barred. Some vocabulary presented as such on recordings, followed by sentence drill. Many games, songs, activities provided to supplement language practice. First contact with printed Spanish occurs in Stage 2, lesson 15 (grade 3). Stated aims to develop ability to communicate in Spanish, to develop inter-cultural understanding. Reading an objective in all levels and stages.

Content: Includes topics for conversations on weather, seasons, objects in classroom or home, family members, Mexican and other Latin cultures, foods, fiestas, travel, Christmas, shopping, and so on. 75 lessons in each stage; no lesson intended to be completed in single period of instruction. Each book contains two long stories centered around activities of a Mexican boy and girl (peasant type), divided by a shorter selection on Christmas or holidays. Variety of experiences for language learning provided in appendix of teacher manual, including songs, games, dances, rhymes, proverbs, directions for making various Spanish items (pinata, calendar, sombrero, pottery, etc.) For most part content suited to interest of learners. No tests included. (Pioneering a Spanish Program in the Elementary Grades, A Handbook for Administrators, available from the publisher, includes some good suggestions for testing and evaluating.)

Teacher's Manual: 388 page paperback volume includes lesson plans for all three books, appendix including a list of directions, expressions and commands for the teacher, Spanish proper names, suggested activities, games, rhymes, proverbs, songs, dances, dramatizations, grammar explanations, translations of recordings, Spanish-English dictionary. Each lesson plan, not more than page in length, includes new words, procedure for lesson, suggested activities. Directions include use of recordings. Index of entry, re-entry of vocabulary and structures not included. Translations not provided.

Student Books: Hard-cover, good quality paper, appropriate type size, colored illustrations of Mexican family life (sombrero, serape, sandals). Pictures directly related to stories; can be used as cues for oral work. Readings contain only material learned orally. Books integral part of program; reading material included at all levels.

Visual Aids: Picture Vocabulary Cards available with Introductory Kit (Stage I) to accompany record. Teaching and activity suggestions printed on backs of cards. Cards may be used beyond introductory stage.

Audio Aids: One 12" long-play record accompanies each book; presents vocabulary and basic sentences for each lesson. Records integral part of program; closely related to course content, duplicating material in teacher manual. Speech rate slower than normal; clearly audible and distinct, using adult native voices of satisfactory quality, consistent pronunciation. Pauses provided for student repetition. Records banded for easy location of material.

Articulation Of This Program With Next Levels: Since the first three books are suggested for grades 3-5 or 4-6, the next three *Paco en el Perú*, *Miguel en Mexico* and *Carlos en el Caribe*, intended for grades 6-8 could follow.

General Comments: It would seem that the amount of material presented in each level would require more time than suggested by the publisher; at least daily lessons of at least 20-30 minutes might be needed for mastery. There seems to be sufficient content in Stage 2 for children through grade 6. It might be possible to extend the three-book series over four years if the program starts in grade 3, or the Introductory Stage may be used in grade 3 and Stage 2 in grade 4. There is more reading material than is ordinarily contained in audio-lingual program; an experienced teacher might want to delay reading longer than suggested. The expectation that children at the end of grade 3 "should be able to read *Rosita y Panchito* aloud without difficulty, and should be able to form and pronounce correctly their own meaningful sentences... carrying on simple conversations concerning such topics as the weather, the seasons, objects in the classroom, family members and so on," seems improbable and unrealistic under normal circumstances. Strong points of the program include good supplementary activities and the easy-to-follow directions for the teacher.

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D.C. HEATH AND COMPANY
A Division of Raytheon Education Company

285 Columbus Avenue, Boston, Mass. 02116

Author: Muños-Plaza

Components of *Getting to Know Spanish* (1965):

Books:	Complete Text (for teacher)	$3.64
	Pupil Text (64 pages, paper)	1.68
	Pupil Practice Records (14-7" LP 33 1/3 rpm)	18.00
Visual Materials:	Flash cards (120 cards)	16.00

Time Allotment: Designed for grades 4-6. Sixth grade, with five 30-minute periods per week, could complete this in one year. Each unit takes two to two and half weeks, or five to eight hours. Could be begun earlier.

Teacher Training Requirements: Teacher training, plus minimal knowledge of Spanish. Teacher must be active participant. Oral proficiency in Spanish necessary; teacher models many of the drills. Teacher has to direct entire learning process, using records, visual aids, and teacher guides.

Method: Audio-lingual-visual. Units divided into dialogue, presentation, variation, narration and application. Dialogue is core with situations centered around school, home, family, friends, sports, recreation. Language contemporary, informal, polite, authentic. Variations of dialogues, pattern drills, recapitulation of dialogue in narrative form, review in free conversation, provide teaching varieties.

Content: 14 units center around boy Juanito. Dialogues short, not over 8 lines. Vocabulary introduced in dialogues. Twelve songs on pupil records; games included in several units. Reading not introduced, but provided for if teacher wishes to introduce it. Culture not reflected in visual aids, which are American stylized cartoon drawings. No cultural information provided. No tests provided. Material appropriate for interest level and learning ability of students in sixth grade (could be begun as early as fourth grade). Progression of learning planned; vocabulary and structures controlled and limited to ability of learner and are readily usable. Language used culturally and linguistically authentic.

Teacher's Manual: English provided only for dialogues, songs and games. Suggestions given for introducing reading if desired. Good and rather complete instructions given for teaching units. Spanish names provided for pupils. Table of contents, vocabulary (no indication of first introduction); instructions for use of visual aids clear and complete. Instructions include how to conduct units and activities, how to recombine material to reinforce learning.

Student Book: Paperbound, all pictures, no text. Drawings illustrate dialogue, narration, and application phases of unit. Pictures reduce facsimiles of flash cards. Five maps included. Books to be used in class or for home study. Books may not be necessary if teacher uses flash cards.

Visual Aids: 120 two-color flash cards 8 1/2" X 10" coded to correspond with records. On back of each flash card is section of dialogue and pattern drills illustrated. Situational cartoon-type pictures stimulate free conversation, dialogue review. Maximum use of aids suggested for best results. Cards printed on heavy stock, easy to handle, color coded on margin for easy sorting and identification.

Audio Aids: Fourteen records, one for each unit, include drills in teacher's manual. May be used with flash cards, by students, by teacher. Includes dialogues, flash card drills, songs and application sections of lessons.

Speed of speech "natural-minus", a good speed for learning, modeled by varied pleasant native voices. Material on records coded and keyed to numbers and letters on back of the flash cards. Records an integral part of program. Short narrations employing recombinations of learned material included for listening at end of each unit.

Articulation Of This Program With Next Levels: Suited to programs which use Spanish For Secondary Schools series published by D.C. Heath. Program not part of a sequentially planned series, but is introduction to Spanish.

General Comments: Though recommended for use at the 6th grade by the publisher, it could be started at 5th grade and continued into 6th as there would probably be enough material if Spanish were offered only two or three periods per week. It could conceivably be started in grade 4 if circumstances warranted. It is a well constructed program, with a variety of approaches for learning and using oral Spanish.

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D.C. HEATH AND COMPANY
A Division of Raytheon Education Company

285 Columbus Avenue, Boston, Mass. 02116

Author: Pasadena City Schools, Pasadena, California, Yvette del Prado, TV Teacher-Consultant

Components of Una Aventura Española (1966):

Films:	Student Television-film lessons (16 mm, black and white)	
	Course I, Lessons 1-45	$2,400.00
	Course II, Lessons 46-90	2,400.00
	Course III, Lessons 91-135	2,400.00
	Course IV, Lessons 136-180	2,400.00
	Teacher Training films (12-20 minutes each)	1,080.00
Books:	Teacher's Guide	
	One for each course	2.90 each
	One for Teacher Training films (1966)	1.35
	Pupil's Book	
	Book I-II	.32
	Book III-IV	.32
Practice and Drill Records:	(Sets of ten records, 7" lp 33 1/3 rpm) Set I, Set II, Set III, Set IV	8.70 each

Note: A set of audio-visual Language Master Cards with accompanying Usage Manual for teachers, assigned to supplement the Una Aventura Española program, is available from Bell and Howell.

Note: License to telecast must be obtained directly from the publisher.

Time Allotment: Materials include 180 fifteen-minute student lessons on film for telecast or in-school production. Designed for grades 5 and 6, using 90 student lessons a year.

Teacher Training Requirements: In-service training for classroom teachers supplied by teacher training films, "Guide for Teacher Training Series." Program "formulated on the premise that the Television Teacher will assume the major teaching responsibility." Classroom teachers, though they need not know Spanish, expected to support filmed lessons, conduct follow-up, show enthusiasm and interest in program.

Method: Audio-lingual-visual. Uses dialogue situations after first lesson. Incorporates pattern drills with lesson three. Exceptionally effective review and re-entry of items provided. Units short. Structured reviews at beginning of each lesson provide effective transition. Listening comprehension and oral mastery primary objectives; little or no attention to reading and writing. Vocabulary presented in context. Grammatical explanations at back of teacher's guide clearly marked "for teachers use only." Pattern drills mostly noun and adjective substitution, providing for some inductive learning. Songs, games and other activities included in lessons and for follow-up.

Content: Listening and speaking skills developed in well-controlled progression; reading and writing not introduced. Each lesson includes summary of filmed lesson, review, language patterns (active and passive), suggested classroom activities. Good transition provided from lesson to lesson and level to level. Vocabulary readily usable by students for everyday situations. Language culturally authentic and suited to age of pupils. Cultural information in English included, as well as appendix for the teacher explanations of cultural items in dialogues. Fourth level includes some geography, famous men, flags, animals of South America and Mexico. Tests occur periodically in each level; include picture cues as well as multiple-choice items to test listening comprehension.

Teacher's Manual: Introduction states instructional strategy based on four teaching goals: 1) to develop ability to learn a second language; 2) to comprehend and appreciate a second language; 3) to develop an awareness of the influence and impact of Spanish culture; and 4) to develop an understanding of and respect for the Spanish-speaking peoples of the world. Describes role of classroom teacher before, during, and after telecast or film, plan of each lesson. Each lesson on two or three pages. Format makes guide easy to use, provides brief, clear instructions for follow-up. Words and music for songs. Facsimilies of tests, with answers. Appendix includes cultural information about items used in dialogues, grammar notes for teacher, list of Spanish names for pupils. Guide for Teacher Training Series provided to be used with series of in-service filmed programs for classroom teacher, to explain his role, materials available, instructional and cultural goals and follow-up activities. Spanish phonology and audio-visual-lingual approach explained.

Student Books: Small, paper bound booklet containing tests. One booklet for Book I/II, and one for Book III/IV.

Visual Aids: Teacher Training films (12 films, 30 minutes each) feature actual classroom demonstrations. Cover items listed above in Guide for Teacher Training, use of songs and games as linguistic devices. Student films (180, 15 minutes each, black and white, for telecast or in-school projection) use audio-lingual approach. Films not available for evaluation.

Audio Aids: Practice and drill records (7", 33 1/3 rpm) available for classroom use. High-quality recordings utilize clearly audible, distinct native voices, speaking at normal speed. Recorded material well-organized, including new, review material. Identification of records through index in cover of each record box, labels on records. Records also banded for location of parts of lessons. At times pauses for student repetition seem lengthy. Songs not included on records. (Supplementary) Language Master Cards, with accompanying Usage Manual for Teachers available from Bell and Howell. Cards with sound tape along the bottom, picture to illustrate the spoken item, to be used with tape-recorder unit for review and practice.

Articulation Of This Program With Next Levels: Publisher suggests Vamos a Hablar Español for grade 7, or Spanish for Secondary Schools, Part I, followed in grade 8 by Spanish for Secondary Schools, Part II. Selection of D.C. Heath Spanish texts are available to complete a longer sequence.

General Comments: While the publishers state that the untrained classroom teacher can provide effective follow-up, this may only be true at the beginning level when she could learn along with the children. Upper levels would seem to require some background in oral Spanish for best results, for the classroom teacher cannot be burdened with language-learning duties. It is possible that children in grades 5 and 6 will want to begin some reading and writing activities to supplement the oral approach. This program would articulate with any secondary program of instruction which is audio-lingually oriented.

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HOLT, RINEHART AND WINSTON

383 Madison Avenue, New York, N.Y. 10017

Components of HRW Elementary Spanish Series:

Introducing Spanish 1964

Books:	Teacher's Manual (clothbound, 326 pp.)	$4.80
	Student Book (cloth, 70 pp.)	2.96

Records:	Teacher's Record (7" lp 33 1/3)	.80
	Pupil Records (9-7" 33 1/3, boxed)	6.08
Tapes:	Full Tape Program (review and new material) (12-7" reels)	60.00 - 120.00
	Selected Tapes (new material only) (6-7" reels)	60.00
Visuals:	Magnetic display board, figures, background, carrying case	124.00

Primer Curso 1964

Books:	Teacher's Manual (spiral, paper 298 pp.)	4.80
	Student Book (cloth, 128 pp.)	3.88
Records:	Classroom Teacher's Record (7" 33 1/3)	.80
	Pupil Records (10-7" 33 1/3, boxed)	6.48
Tapes:	Full Tape Program (review and new material) (25-7" reels)	130.00 - 250.00
	Selected Tapes (new material only) (3-7" reels)	30.00
Visuals:	36 Charts, 23" X 34", color	48.00
	Transparencies, same material, for overhead projector	72.00

Segundo Curso 1965

Books:	Teacher's Manual (spiral, paper, 390 pp.)	4.80
	Student Book (cloth, 149 pp.)	3.96
Records:	Teacher's Record (7" 33 1/3)	.80
	Disc Recordings (6-7" 33 1/3, boxed)	4.88
Tapes:	Full Tape Program or Selected Tapes	120.00 - 240.00
Tests:	Unit Tests, available separately for classroom use	.48
Visuals:	Vari-Wheel and 36 Vari-discs, 27" X 29" diameter, color picture cues	96.00
	Transparencies of same illustrations for overhead projector	144.00

Time Allotment: None stated. 15-20 minute classes suggested. No time limitations suggested for "Step" of units. Introductory books allow for differences in time schedules by optional supplemental sections.

Teacher Training Requirements: Trained language teacher, or non-specialist teacher relying heavily on tape program as model for pupil imitation.

Method: Audio-lingual-visual. Introducing Spanish chiefly concerned with pronunciation and sentence-forming habits. Each new sound, word, phrase or grammatical construction goes through five stages: recognition, imitation, repetition, variation, selection. New material presented in classroom with aid of display board and figures. Primer Curso may be used either as first or second book (following Introducing Spanish); offers first presentation of printed material. Segundo Curso follows same method of presentation, continues oral practice, reading reinforcement. Supplementary activities provided. First step toward Hispanic cultural experience through the use of simple maps, pictures, geographical names. Use of charts and Vari-Wheel or transparencies, along with illustrations in student books, included in teaching approach.

Content: Introducing Spanish contains dialogues involving greetings, family relationships, childrens' activities, telling time, numbers, parts of body, colors, clothing, illness, foods. Each unit ends with optional material; there are four songs. No reading at this level. Primer Curso includes family members, friends, introductions, greetings, colors, calendar, weather, telling time, sports and activities, foods, rooms of house, street addresses, clothing, prices, five songs, optional material. Reading of orally learned material included in dialogues and short narratives. Segundo Curso has 12 units including dialogues that involve greetings, names, friends, family, addresses, time of day, meals, activities, entertainments, dates, holidays and shopping; six songs, maps of Spanish speaking countries. Student text presents dialogues for reading. Teacher manual provides material for listening comprehension and discussion of the maps; supplementary activities provided. No attempt to introduce Spanish culture in the first two books. Primer Curso and Segundo Curso include tests (also on tape) for each unit.

Teacher's Manuals: Each manual has table of contents listing number of units, some supplementary information. Introducing Spanish has index of first entry of vocabulary, structures. Other books list new material at beginning of each unit; provide no index of vocabulary or structures. All manuals have good cross-references for student books. Very detailed directions for use of program and for visual, audial aids contained in all manuals. Explicit directions given for every step in developing each unit, follow-up, re-entry. Suggestions given for handling special problems of pronunciation or grammar. Manuals do not provide translation of all items; give meanings for new material when presented. Supplementary activities provided. Teacher guides provide all information necessary to conduct program as publishers intend it to be taught.

Student Books: Hard-cover, colorfully illustrated with cartoon-like drawings; uncluttered, attractive format; good type in books including reading. Illustrations do not reflect culture except for photographs in

Segundo Curso. Introducing Spanish contains no reading. All books necessary to program with visual aids, tapes or records.

Visual Aids: Integral part of program at each level; closely related to course content. For Introducing Spanish visual materials consist of background posters, cut-out figures, objects correlated with each unit. Figures and objects attached and moved about on Display Board (24" X 36"); made of lightweight metal with magnets. Carrying case available for transporting Display Board, cut-outs, posters. For Primer Curso visual materials consist of Display Charts supplementing student book; illustrations serving as visual cues for oral practice and testing. Stylized, colored drawings printed on 23 1/2" X 34 1/2" sheets; spirally bound in rigid cover. Same material on charts also available in transparencies. For Segundo Curso principal visual component is Vari-wheel 27" high and 29" wide; discs 25" in diameter; each disc has five frames so several items may be presented separately by turning wheel. Same material on Vari-Wheel also available on transparencies.

Audio Aids: Full Tape Program with transcription of all review material including warm-up, review and recapitulation as well as new material appearing in teacher's manual. Disc recordings for pupil "take home" cover essential parts of each unit. Classroom teacher's record includes classroom expressions, names of boys and girls; material to be used in presentation of Unit One. Good variety of native speakers (male, female, child, adult) speaking at normal speed; clear and consistent pronunciation; occasional use of colloquial Spanish. Intonation good except where long sentences broken down from front rather than in reverse build-up distorting intonation. Publisher has followed objective of structuring progression of skill acquisition through phases of recognition, imitation, repetition, variation and selection. No instructions given on tape or in teacher's manual regarding number of responses student is to make. Confirmation of student response not provided.

Articulation Of This Program With Next Levels: Segundo Curso to be followed by Tercer Curso, Hablar y Leer, Leer,Hablar y Escribir, Siglo Veinte, Tradicion Española; or by En Las Americas, Vivir y Conocer, Leer,Hablar y Escribir, etc. Publisher provides a "Suggested Sequences" chart.

General Comments: The content of Introducing Spanish seems to be too much for one year, and might be extended over two years if begun in grade 3. Primer Curso may be used as a beginning program probably in grade 5. The visual materials might prove cumbersome for a traveling teacher, but the transparencies provided for the second and third books might solve this problem. A nonspecialist with imperfect control of the language may rely heavily on the tapes to improve her own Spanish and for modeling purposes but she is called upon to judge performance and pronunciation of the students, as well as to manage the classroom activities.

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HOLT, RINEHART AND WINSTON

383 Madison Avenue, New York, N.Y. 10017

Author: Elizabeth Keesee and editorial staff

Components of Para Empezar:

Para Empezar 1965

Books:	Teacher's Manual (cloth, 347 pp.)	$4.00
	Pupil's Book (cloth, 176 pp.)	4.20
Records:	Classroom teacher's record (12" 33 1/3)	3.40
	Disc recordings (7-7" 33 1/3, boxed)	5.28
Tapes:	Full Tape Program (review and new material) 22 tapes, single or double track	$110 - 220.00
	Selected Tapes (new material) 7 tapes, single or double track	70.00
Spanish Name Cards:	Set of 60 (5 1/2" X 5 1/2")	16.00
Tests:	For each chapter	.72 per set

Para Continuar 1966

To follow Para Empezar

Time Allotment: Minimum of 48 class hours to complete; roughly 20 minutes per day, 140 days, or 40-45 minutes a day for 70 days. Provides many optional drills. Suggested for beginning Spanish in grades 6 or 7; to be followed by Para Continuar in grades 7 or 8.

Teacher Training Requirements: "Might of necessity be used in any of four quite different situations: (1) for classes where 6th or 7th grade teachers teach a single class all subjects in the curriculum; (2) in classes conducted by non-specialist teachers to whom 6th and 7th grade students come for instruction in Spanish; (3) for classes in which visiting language specialists supplement at assigned periods the work of regular classroom teachers; and (4) for Spanish classrooms where the course is taught by a full-time resident Spanish specialist."

Method: Audio-lingual. In Para Empezar five steps in presentation of language: recognition, imitation, repetition, variation and selection. First three stressed in this book. 14 chapters arranged and presented to attain three objectives - understanding, speaking, and reading. Each chapter provides pre-reading period of oral practice in several brief conversations, followed by pattern practices, then by reading exercises employing learned material. Chapters end with oral exercises and guided simple modification of basic conversation sentences. Continuous review provided from chapter to chapter; re-entry systematically controlled. Thorough mastery of basic conversations is requisite.

Content: Basic conversations core of course centering around greetings, expressions of health, introductions, identification of children and adults, family relationships, descriptive adjectives, expressing age, names of streets and house numbers, telephone numbers and the like. Vocabulary controlled, useful; structures limited basic. Situations contemporary, should appeal to students at this grade level. Attention to grammar included in basic sentences of conversations. Separate chapter tests duplicate oral practices closely, including taped comprehension sections and "written" sections for copying correct response from several given answers. All tests printed in teacher's manual, along with answers.

Teacher's Manual: Table of contents very detailed, providing program information and location of specific parts of chapters, appendix, and songs. Each step detailed with notations in margin of time needed for each exercise. Additional suggestions provided for extra time. Seven songs with English translations and musical accompaniment included. Use of name cards explained. Teacher's manual closely correlated with student book; cross reference included in each chapter.

Student Book: Hard cover, durably bound, good quality paper, attractive, colorful format. Includes readings of already learned material in slightly varied form, substitution drills. English versions of conversations at back of book with Spanish-English vocabulary. Music and Spanish words to songs provided. Readings and illustrations reflect some aspects of Spanish culture. Book integral part of program.

Visual Aids: 60 Spanish name cards, reversible, 5 1/2" X 5 1/2". One side of card face of young person, age three to eighteen, with given and family name; on other side is same person, now an adult age twenty-one to seventy, with his title and family name. Student can take part of child or adult, depending upon lesson requirements. Suggestions included for number of uses. Cards may be worn or held and are optional.

Audio Aids: Full Tape Program: Publisher points out these recordings "have been made with the full number of repetitions needed for both choral and individual recitation, thus eliminating the necessity of rewinding the tape during the class period, except in rare cases." High-quality recordings, reflecting articulate native speakers with good intonation, variety and speed. Selected Tapes: Publisher states these tapes designed for "those specialists who...wish to model all basic sentences and conduct all the imitation practice." Tapes contain: (1) two repetitions of each sentence of basic conversations with pause for repetition; (2) single dramatic presentation of each conversation with sound effects; (3) presentation of each pattern drill with pause for repetition; (4) dramatic presentation of scenes with sound effects; (5) seven songs of program; and (6) recorded version of comprehension tests for each chapter. Tapes provide good native pronunciation, intonation, normal rate of speech. Very realistic sound effects reproduced. Tapes follow test quite closely. Variety of speakers results in interesting presentations; adequate pauses and student reinforcement. Student records contain selected conversations with pauses, followed by dramatized versions of conversations. Classroom Teacher's Record contains basic words and phrases indicated in teacher's manual at beginning of each chapter. Recorded in English and Spanish with space for repetition of Spanish. Spanish good but speaker has very deep voice and some sounds not clear. Record seems to be of limited use, since teacher could accomplish as much by using student recordings which are superior in quality.

Articulation Of This Program With Next Levels: To be followed by *Para Continuar*, *Tercer Curso*, *Hablar y Leer*, *Leer, Hablar y Escribir*, and other Holt books; *Tercer Curso* may be followed by *En Las Americas*, *Vivir y Conocer*, *Leer, Hablar y Escribir*, and so on.

General Comments: This is a well planned and executed program with very detailed plans for the teacher. The unvarying format of each chapter, while containing several activities within each chapter, might become tiresome since each chapter follows the same pattern. On the full tape program the number of repetitions provided seem overdone in the case of short sentences which have been previously presented and might bore the student. These are small points and they should not detract significantly from the overall high quality of planning and presentation of this material.

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HOUGHTON MIFFLIN

432 Park Avenue, South, New York 16, New York

Author: Margit MacRae

Components of *Spanish in the Grades*:

Mi cuaderno de español:	Book I, Teacher's Edition (1959)	*
	Book I, Pupil's Workbook	
Mi cuaderno de español:	Book II, Teacher's Edition (1960)	*
	Book II, Pupil's Workbook	
Mi cuaderno de español:	Book III, Teacher's Edition (1963)	*
	Book III, Pupil's Workbook	
Mi cuaderno de español:	Book IV, Teacher's Edition	*
	Book IV, Pupil's Workbook	
	(Scheduled for publication in 1969)	

*No prices available at this printing.

Supplementary Aids:

Records: Three record albums available for use with Books I and II, *Sing and Speak Spanish*, under direction of Margit MacRae.

Text: *Teaching Spanish in the Grades*, by Margit MacRae. Two records to accompany text for teachers unfamiliar with the language. Includes stories of *Los Tres Osos* and *El Pollito*.

Time Allotment: Series consists of three books; fourth scheduled for publication; designed for grades 3-6. Program may be started in grade 4. Provides for 15-minute lessons for 165 days. (33 weeks of school).

Teacher Training Requirements: Basic knowledge of Spanish pronunciation. Plans provided from viewpoint of teacher of self-contained classroom.

Method: "Whole pattern approach"--general term for song, rhyme, folk tale, map talk presented in its entirety in second language. No translation but aided by visual cues and actions. Program progresses from introduction, in Books I and II, of noun vocabulary reflecting pupil's interest in himself and immediate environment, through Book III, where emphasis on action words enables pupil to use longer, more complex sentences. In 6th grade, Book IV, approach again from known to unknown. "Story Approach" and the "Dialogue Approach" used--familiar story told in Spanish, afterwards dialogue used as well. Use of printed word delayed until many hearing and speaking experiences insure readiness. Use of English permitted for explanations but not for translations. Planned re-entry and reinforcement included from story to story, level to level.

Content: Lessons based on folk tales translated into Spanish. Include optional tales. Stories introduced primarily as listening exercises. Lessons following each tale based upon vocabulary and grammatical items occurring in stories and then personalized for pupils' use. Content progression outlined in detail in front of teacher's manual. Language grammatically correct. No attempt to introduce language cultural context or Spanish or Latin American character. In Book III some cultural material introduced, primarily through maps. Form for oral evaluation given in appendix of teacher's manual but no tests, suggested techniques for evaluation included.

Teacher's Manual: Spiral bound. (Throughout "teacher's manual" refers to Margit MacRae's book *Teaching Spanish in the Grades*.) Each manual includes in table of contents: foreward, preface, analysis of content, introduction to teacher, sequence of learning experience, lesson plans for 165 lessons, and appendix. Appendix includes pictures and props, games, Spanish names, Spanish-English word lists, additional notes on useful constructions and vocabulary items. Guide includes patterns for felt-board cut-outs. Complete outlines of learning activities listed at beginning of book, including content to be learned in each lesson, teaching activities involved, what is expected of pupils. Teacher's manual also contains complete student book.

Student Book: Paper-covered in tablet form resembling workbook sheets. Binding is not durable; pages may be taken out. Black and white illustrations, heavy outline drawings evidently to be colored by pupils. Provide cues for oral work; directly related to stories which are program base. Limited printed material of appropriate type size. Pages of student book uncluttered and appealing.

Visual Aids: Illustrations in student books and patterns for teacher to make flannel-board figures.

Audio Aids: No specifically coordinated audio aids available, although two different sets of records provide stories and songs of program. Records technically good. Spanish rapid with a few inconsistencies in pronunciation.

General Comments: The student book could possibly be considered as an optional component of the program. Explanation in English is suggested in many instances. Lesson plans are very detailed and specific. The interest level appears to be appropriate for elementary students. Teachers are required to make their own visual aids. There is some confusion in trying to correlate the various items written by Mrs. MacRae. Reference is made to the use of aids for the teacher in the form of a text (Teaching Spanish in the Grades) and accompanying records to assist the teacher with the Spanish language. Also reference is made to three record albums for use with Books I and II, (Sing and Speak Spanish) which contain songs and stories from Book I and II but which does not correlate accurately with the program. These could probably be considered as supplementary materials, and would be useful as such.

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KENWORTHY EDUCATIONAL SERVICE, INC.

P.O. Box 3031, 138 Allen Street, Buffalo, N.Y. 14205

Components of Laguna Spanish Series:

Books: Teacher's Guide

Student Story Books: Cuperucita Roja, Los Tres Osos

Los Cuatro Cantantes de Guadalajara

El Flautista de Jamelin

Doña Cigarra y Doña Hormiga

Doña Zorra y Doña Cigüeña

Visuals: 1 filmstrip for each story

Audials: 1-12" LP banded record for each story or 1 tape

Starter sets for first four titles include story book in Spanish and English, record, filmstrip and Teacher's Guide. Each set is $14.75. Starter sets for last two titles (no English storybooks) are $14.00.

Time Allotment: None stated. Program could begin in any grade from 3 to 6.

Teacher Training Requirements: Elementary foreign-language methods and oral proficiency in Spanish.

Method: Audio-lingual-visual. No English used in presenting stories; publishers believe "direct method" of teaching new language encourages students to translate new words into thoughts, instead of translating first into English, then to Spanish. Each unit is separate: familiar folk story, old stories with "new words". By telling story and following pictures, children follow story. Words become associated with pictures. Considerable practice in listening, repeating and speaking.

Content: Each well-known children's story divided into four or five teaching units. Each unit approached from different angles, using songs, games, dramatization, patterns, as well as repetition; purpose of such variety to learn content of each unit as thoroughly as possible. Story is means to end, not end in itself. Vocabulary presented in context. Reading may be introduced as soon as students have assimilated material orally.

Teacher's Manual: Includes statement of purpose of course, the role of teacher, sample lesson plan to be used with all units. Brief but clear instructions given for each unit. No index of structures or vocabulary, no cross-index for student book, but each Spanish storybook has Spanish-English vocabulary. Words to songs included; songs not on recordings. Pattern drills, suggestions for use of filmstrips, suggestions for review and testing included. Final test includes correct and incorrect statements for student identification.

Student Book: Paper bound, two-color cartoon-type pictures, large size type, appealing format. Illustrations reduced facsimiles of filmstrips, directly related to text. Text contains only story, identical to records or tapes. Content should have appeal to elementary child.

Visual Aids: Filmstrips contain no printed matter; reproduce all illustrations in student books. Provide cues for oral expression and conversation. Appealing, uncluttered, colorful.

Audio Aids: Records (tapes) narrated by Caesar Romero in excellent, though rapid, Spanish; clear and pleasant. Children's voices included. Recordings play full narration of story, then partial narration, then partial narration with pauses.

Articulation Of This Program With Next Levels: None provided by publisher. Program should acquaint student with basic sounds and structures of Spanish, give him ability to understand, speak, and read limited amount of Spanish. Should articulate with audio-lingual program.

General Comments: The core of the material is a series of well-known stories, which provide a means, rather than an end, to language learning. The program could be used as a basic course, or as supplemental material.

Utilization of these materials as a basic course would require careful consideration of the aims and objectives of the user, as this is ungraded material, with a different approach from the usual FLES program. Some teachers may question the inclusion of incorrect items in the tests.

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McGRAW-HILL BOOK COMPANY

Webster Division, Manchester Road, Manchester, Mo. 63011

Author: Conrad J. Schmitt

Components of Let's Speak Spanish:

	List Price Per Unit	Net Price* To Schools
Let's Speak Spanish I (1964)		
Teacher's Guide (cloth, 135 pp.)	$2.88	$2.16
Student Book (paper, 80 pp.)	1.60	1.20
Records for each unit (set of 34)	30.00	30.00
Picture cues for classroom use	4.75	4.75
Let's Speak Spanish II (1965)		
Teacher's Guide (cloth, 180 pp.)	3.24	2.43
Student Book (paper, 80 pp.)	1.60	1.20
Records for each unit (set of 48)	39.00	39.00
Vocabulary picture cues	4.75	4.75
Let's Speak Spanish III (1966)		
Teacher's Guide (cloth, 198 pp.)	4.24	3.18
Student Book (cloth, 140 pp.)	3.84	2.88
Records to accompany units (set of 46)	44.00	44.00
Vocabulary picture cards	9.50	9.50
Let's Speak Spanish IV (1966)		
Teacher's Guide (cloth, 202 pp.)	4.60	3.45
Student Book (cloth, 218 pp.)	4.32	3.24
Records to accompany units (set of 54)	48.00	48.00
Picture cue cards	9.50	9.50

*These are current published prices and are quoted F.O.B. City of Publisher Platform.

Time Allotment: About 75 minutes per week, or 15-20 minutes daily, recommended.

Teacher Training Requirements: Should be taught by language specialist. Presentations are such that materials could be taught by classroom teacher who has studied Spanish successfully for some time.

Method: Visual-audio-lingual. Implements dialogues, pronunciation exercises, pattern drills, review and re-entry. Good transition from unit to unit and from level to level. Language skills development follows listening, speaking, reading, writing sequence; primary emphasis on listening and speaking. Reading and writing not introduced until third book to allow sufficient time for mastery of sound system, learning of lexicon and to build awareness of structure. Introduction to reading especially well handled.

Content: Content appropriate to age and interest level. Vocabulary and structures of immediate use. Vocabulary presented in context, attention to controlling amount of material to suit the ability of learner. First three books include Mexican Indian culture, skiing near Madrid, bullfighting, shopping in Madrid, trip to Mexico City, some insight into Puerto Rico. Book IV is an overall portrayal of the Spanish-speaking world, both in illustrations, reading selections. End of Book III introduces fill-ins of verb endings; Book IV develops knowledge of structure through various kinds of exercises. Book I contains greetings, clothing, school, home and family, foods, shopping, telling time, activities of family. Book II - seasons and seasonal activities, shopping, sports and amusements, foods and restaurants, travel. Book III expands these areas, begins planned attention to association of sound with symbols as well as structure. Book IV contains stories about people and places throughout the Spanish-speaking world, continues oral work, develops reading skills, includes study of grammatical structures.

Teacher's Manual: Hard bound books, well planned for easy use. Table of contents lists grammatical content but not subject content of each unit. Unit contains statement of objectives, materials needed, pronunciation problems, detailed procedures for vocabulary development; all sentences given in Spanish and English. Narratives introduced in English with cultural information for teacher. Spanish narratives employ recombinations of structures learned, questions to check comprehension. Instructions for use of visual aids clearly given. Test following unit makes use of visual aids and multiple-choice or true-false questions. Lesson plans complete for each unit. Review of techniques thorough.

Student Books: Student Books I and II paper-backed; Books III and IV hard cover. All use good quality paper, have attractive format with suitable type size for reading. Illustrations in Books I and II two-color line drawings, appealing to children, without cultural content. Illustrations in Books III and IV artistic, well-drawn in soft colors. Children in illustrations could be 6th grade or older. Pictures provide cues for oral expression at all levels; directly related to the text. Only orally mastered material presented in reading; content appropriate to interest level of students. Books III and IV include some fill-in exercises for grammatical usage, pronunciation exercises, narratives, questions for comprehension, exercises involving structure. Student books integral parts of program.

Visual Aids: Vocabulary Cue Cards, about 18" X 24", provided for each level. Reproduce illustrations from student books. Intended to stimulate oral expression. Easy to handle, clearly visible, uncluttered. Rather muted colors in charts for Levels 3 and 4 occasionally lack clear delineation. Charts marked with unit number only.

Audio Aids: Flexi-discs, intended to be integral part of program, duplicate accurately material taught in class, contain supplementary material for listening practice. Related very closely to material in teacher's manual. Include opportunities for practicing variations of learned material. Speech clear, at normal speed. Native adult and young voices with clearly audible pronunciation used. Adequate pauses provided for repetition; confirmation by second voice. No songs. Records clearly marked for locating units and lessons. Flexi-discs in small booklets; whole booklet is put on phonograph. All records for unit always kept together; easy to locate and use.

Articulation Of This Program With Next Levels: Series leads into junior high school book Español: Sigamos which provides articulation with Learning Spanish the Modern Way, Level II.

General Comments: These materials contain considerable material to be learned at the elementary level, and unless ample time were allowed there might be too much. The program might well be used for grades 5 through 8, or extended from grade 3 or 4 through 7 or 8 if less time were available than that suggested by the publisher. The suggestion of homework indicated in the first book may be questioned, since at the oral stage the student might reinforce incorrect habits if not properly guided, but such work can be an incentive, for children enjoy demonstrating to parents and others what they are learning. Stress is on learning the language and its structure, with ample provision for manipulating the language and for language mastery. The records provide models for many variations of exercises, and good listening practice is provided by recorded narratives using familiar vocabulary and structures in re-arranged forms. The introduction to reading in Book III is particularly well done. Alternate units here involve word and sound study and audio-lingual learnings and later the student reads what he has learned through sound and symbol study. If the suggestions in the teacher's guide are followed and sufficient time is given to pupils for mastery and if all the components are used as directed, a child should develop fluency in both speaking and reading at the basic level.

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CHARLES E. MERRILL PUBLISHING COMPANY

1300 Alum Creek Drive, Columbus, Ohio 43216

Author: Agnes Marie Brady

Components of The Merrill FLES Program in Spanish:

Mi libro de Español (Grades 5, 6, or 7) 1965

Books:	Student text (paper)	$1.32
	Teacher's edition (paper)	1.32
	- or -	
	Student text (cloth)	3.20
	Teacher's edition (paper)	1.00
Tapes:	2-5" reels, 3 3/4 ips, double track, boxed	10.75 (per set)

Adelante (Grades 6, 7, or 8) 1965

Books:	Student text (paper)	1.32
	Teacher's edition (paper)	1.32
	- or -	
	Student text (hard cover)	3.20
	Teacher's guide (paper)	1.00
Tapes:	2-5" reels, 3 3/4 ips, double track, boxed	10.75 (per set)

Time Allotment: None stated. Publisher states program is for grades 5, 6, and 7.

Teacher Training Requirements: Oral proficiency and FLES methods.

Method: Publishers describe method as audio-lingual (hear, say. read and write). No stated time for pre-reading phase. Lengthy dialogues, narrative selections, pattern drills provided. Grammar presented in context with provision for review and re-entry. Transition provided from level to level. Emphasizes need for oral mastery before introducing reading or writing. Vocabulary presented in context rather than lists. Songs, games, and dialogues included.

Content: Reading introduced in first level; no stated time for pre-reading period. Heavy reading load presented, although oral mastery expected before reading or writing. Material seems appropriate for interest level of students. Some songs and poems included with reading exercises. Culture in dialogues and content to some extent. Some cultural information on daily life and custom in English included. Vocabulary very extensive. Though structures limited, may be too difficult for ability of learner at this stage. Language culturally and linguistically authentic. No tests included but suggestions for evaluation given.

Teacher's Manual: No table of contents or index of structures in teacher's book. Student book has index of vocabulary items. Fairly good directions given for use of program. Development of skills described briefly. Procedures for each lesson given. No translation of Spanish items. No supplementary materials provided. Spanish names for children included.

Student Book: Index of first use of expressions and vocabulary. Durably bound, good quality paper. Type satisfactory for grades 5 and 6; format may not be too appealing. Illustrations culturally suggestive and reasonably appealing. Good deal of material for reading, although publishers emphasize oral mastery. Average children may have difficulties mastering material orally.

Visual Aids: None.

Audio Aids: Tapes for each book provided. Two 5" reels for each book. Closely related to course content; duplicate material taught in class with supplementary material for listening practice. Speech at normal rate of speed but pitch of female teacher's voice rather high. Voices clearly audible but not always pleasant. Some long passages broken down into shorter segments, some not. Adequate pauses for repetition provided; no confirmation of student response. Tapes clearly marked for identification.

Articulation Of This Program With Next Levels: Español Moderno I and II.

General Comments: The "New Key" approach is cited as the teaching goal; however, reading (the third skill of the audio-lingual approach) is presented in the very first lesson. Much emphasis is placed on reading skills from the beginning. The course is extremely ambitious and expects a very great deal of the elementary school student. The language teacher would need to be skillful in selecting material suitable for her students, as the total learning load presented may be heavy to master in the time usually available for FLES.

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NATIONAL TEXTBOOK COMPANY

8259 Niles Center Road, Skokie, Ill. 60076

Author: Dorothy Sword Bishop

Components of Spanish for Young Americans Series:

Hablan Los Niños - Book I

Teacher's Manual:	(spiral bound) 209 pp., 1968	$5.00
Tapes:	7 dual track - per set	100.00
Visuals:	60 11" X 14" full color flash cards - per set	30.00
	2 filmstrips, color with recordings on plastic discs - per set	13.50

Hablan Más Los Ninos - Book II (To be published)

- Teacher's Manual
- Tapes
- Student reader *Ya sé leer*
- Teacher's manual for student reader
- Student workbook for reader

This series arrived too late for the full evaluative process. This entry is to notify FLES teachers and users of this bibliography that the series exists and may be obtained from the publishers for examination and consideration.

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TEACHERS PUBLISHING CORPORATION

P.O. Box 2000, Darien, Conn. 06820

Components of *Modern Language Association Elementary Spanish Series*:*

Books:	Teacher's Guides	
	Beginning Spanish Grade 3 1958	$2.95
	Continuing Spanish Grade 4 1958	2.95
	Continuing Spanish Grade 5 1958	2.95
	Continuing Spanish Grade 6 1960	2.95
	Student's Book: *Continuing Spanish in Grade 6*	.75
Records:	(for use with Guides) 12" 33 1/3 rpm	
	Spanish Grade 3 (1 record)	5.00
	Spanish Grade 4 (1 record)	5.00
	Spanish Grade 5 (1 record)	5.00

Time Allotment: Minimum: three 20-minute periods per week. Ideal: daily 15 or 20-minute periods.

Teacher Training Requirements: Oral proficiency. Teacher sole language model. Training in FLES methods.

Method: Audio-lingual. Dialogues used as basis for language learning; oral mastery expected before reading introduced. Some grammar in grade 6.

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*Although MLA FLES programs exist in French, German and Spanish, each program shows differences from the other two and each has been evaluated separately for this reason.

Provision for review and re-entry of material from unit to unit and level to level. Vocabulary presented in dialogues with opportunities for extending oral expression through additional exercises and activities. Several songs and games provided for variety.

Content: Dialogues suited to interest and learning ability of students. Vocabulary and structures readily usable. Language linguistically and culturally authentic, avoids stereotypes. Some information on Spanish culture included with notes to the teacher. No tests.

Teacher's Manual: Manuals contain complete table of contents, index of vocabulary in Spanish only, showing first entry of items. Sufficient, easily understood directions given for use of program, including discussion of skills development, suggestions for lesson planning. Follow-up activities and suggestions for review included, as well as suggestions for visual aids. Translations of Spanish included. List of Spanish names for boys and girls.

Student Book: Sixth grade only. Good quality paper, with thin cardboard covers. Format uncluttered, easy to use. No illustrations. Text uses already learned vocabulary and expressions. Reading passages short; include dialogues, narratives, and pronunciation exercises. Small amount of formal structure drill included.

Visual Aids: None.

Audio Aids: One long-play record for each of first three books for teacher pronunciation drill. All adult voices, male and female are used, with "normal speed" which seems to mean intimate conversational speed and is sometimes blurred, requiring listener to be very familiar with language. Exercises announced in English. Record banded for location of units.

Articulation Of This Program With Next Levels: None provided by publisher. Should articulate with any structured audio-lingual series at next level.

General Comments: The materials are dated 1958 through 1960, but the principles stated are still largely accepted as valid although the execution is somewhat rigid. Success depends on a teacher who is well qualified in Spanish and in elementary teaching. The teacher must be able to add enthusiasm and friendliness to the early materials and suggestions for teaching. Throughout, relatively limited material is presented for thorough learning and stress is on the needed structures rather than a large vocabulary. The guides provide sufficient language content, exercises, and cultural content, but the teacher must provide all the visual and audio input as well as enthusiasm.

Note: The American Council on the Teaching of Foreign Languages (ACTFL) informs us (April, 1969) that it is attempting to phase out these materials. Future publishing plans with respect to the MLA FLES Guides will be available at a later date. These materials are available from Teachers Publishing Corporation at the time of this printing.

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APPENDIX

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Indiana State Advisory Committee Sub-Committee on FLES Evaluation Materials i

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INDIANA STATE ADVISORY COMMITTEE SUB-COMMITTEE ON FLES

EVALUATION MATERIALS

(These forms were devised by the State Advisory Committee Sub-Committee on FLES after studying many existing forms. The members met several times to determine criteria and procedures both before and during the evaluation.)

Evaluator Information

Your name: ________________________ Present position: ______________

Address: ____

Title of Program: ________________________ Language: ______________

Have you used this program? _____ Are you using this program now? _______

If you are not using the program and have not used it, on what do you base this evaluation? (Study and review of the program, supervising use of program, assistance in production of materials, other ____________________
____)

Instructions: The cover sheet includes facts about the publisher and program components. You are requested to consider other information as stated by the publisher and make descriptive remarks concerning the headings listed on the following sheets. You may be guided in your remarks and your evaluation by the checklists that accompany this form. These checklists are intended as reminders of factors to be considered, and you may apply them where they best serve your needs, as a kind of guide. Please give as clear and concise a picture of the program as possible.

Complete sentences are not necessary if a word or phrase will convey the idea. If statements on the checklist apply simply use the letters and numbers of statements to indicate your evaluation, making additional remarks as needed. Example: Content: A. 1, 4, 5, 10. B. 3. C. none

We suggest your using the attached sheets for your final draft, which should be typed.

Please return the cover sheet and this sheet, along with the completed evaluation at the earliest possible date, to:

Helen Miller
101 Lindley Hall
Indiana University
Bloomington, Indiana 47401

Deadline is March 7, 1969, but if you can finish earlier it will be a help.

(If you need more space, use the reverse side of the forms.)

Sample Cover Sheet*

Publisher: Joe Doakes, Publishers, Incorporated, 000 Jones Avenue,
New York, New York

Program: The JD FLES Series

Language: Russian

Components of Program:

Introducing Russian in Elementary School

Books:	Teacher's Manual (Spiral, 325 pp.)	0.00
	Student Book (Cloth, 65 pp.)	0.00
Tapes:	Full Tape Program (12-5" reels)	00.00
Visual Materials:	Posters (24, 18" X 24")	00.00
	Display Cards	00.00

Continuing Russian in Elementary School I

Books:	Teacher's Manual (Spiral, 300 pp.)	0.00
	Student Book (Cloth, 70 pp.)	0.00
Tapes:	Full Tape Program (12-5" reels)	00.00
Visual Materials:	Posters (12, 18" X 24")	00.00

Continuing Russian in Elementary School II

Books:	Teacher's Manual (Spiral, 275 pp.)	0.00
	Student Book (Cloth, 100 pp.)	0.00
	Reader (Cloth, 75 pp.)	0.00
Tapes:	Full Tape Program (12-5" reels)	00.00
Records:	Student Take-Home Discs (9-7", 33 1/3 boxed)	0.00

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*These are imaginary materials.

Checklist or Guide for Evaluation of FLES Materials

I. Method: (Identify - audio-lingual, audio-visual, direct (no English), other) 1) Uses dialogues; 2) pronunciation exercises; 3) pattern drills; 4) grammar; 5) review and re-entry; 6) transition from unit to unit; 7) transition from level to level; 8) requires oral mastery before introducing reading or writing; 9) presents vocabulary in context, not lists; 10) provides for inductive learning in addition to repetition and memorization; 11) uses songs and 12) games to teach language and culture; 13) uses activities as techniques for learning language.

II. Content:

A. Language: 1) provides a controlled progression in presenting each of the four skills (listening, speaking, reading, writing); 2) expects oral mastery before introduction of reading and/or writing; 3) provides material appropriate to learning ability and interest level of students for whom intended; 4) provides planned progression of learnings from lesson to lesson and unit to unit, and 5) from level to level; 6) provides transition for each new phase of skills learning; 7) employs readily usable vocabulary and structures; 8) presents vocabulary in context; 9) uses controlled and limited vocabulary and structures to suit ability of learner; 10) provides varied experiences for learning the language.

B. Culture: 1) language is culturally and linguistically authentic; 2) utterances represent contemporary life; 3) avoids stereotypes; 4) culture portrayed realistically in dialogues or other situations; 5) suited to age of learner; 6) cultural information in English is included, regarding daily life and customs, of interest to age of learner.

C. Tests: 1) describes techniques for testing and evaluation; 2) provides actual tests; 3) tests are on tapes or records; 4) tests measure skills learned; 5) tests include cultural items.

III. Teacher's Manual:

A. Index and cross references: 1) complete table of contents; 2) index of vocabulary items; 3) index of structures included in program; 4) cross index for student book; 5) index shows entry and re-entry of vocabulary and/or structures.

B. Directions: 1) provides readily understood, specific and sufficient directions for use of the program and all components; 2) describes procedures for developing the four skills (listening, speaking, reading, writing); 3) gives sample lesson plans, including use of aids and handling of special problems; 4) provides follow-up activities, review techniques; 5) suggests adaptations and recombinations of content; 6) provides list of FL names for children; 7) provides a variety of activities to reinforce teaching (songs, games, rhymes); 8) provides descriptive/narrative selections to describe culture in terms of learners' interest level; 9) provides enough materials so teacher can be selective; 10) provides realistic time allotments for mastery of material; 11) contains facsimile pages of student book; 12) contains directions and illustrations for use of visual aids; 13) includes translation of all foreign language items; 14) offers optional supplementary materials.

IV. Student Book:

A. Physical make-up: 1) durably bound; 2) good quality paper; 3) appropriate type size; 4) attractive format; 5) well-planned, easy to use.

B. Illustrations: 1) appealing; 2) culturally authentic; 3) directly related to language content; 4) colorful; 5) uncluttered; 6) provide cues for oral expression.

C. Test: 1) reflects only orally mastered material; 2) appropriate to interest level of students; 3) provides recombinations of learned material into new contexts; 4) is an integral part of program; 5) beginning books have no texts; 6) contains exercises for beginning writing.

V. Visual Aids: 1) integral part of program; 2) depicts culturally authentic situations; 3) closely related to course content; 4) provide cues to generate oral expression and conversation; 5) easy to handle; 6) clearly visible in the classroom; 7) uncluttered; 8) coded to aid selection and use.

VI. Audio Aids: 1) integral part of programs; 2) closely related to course content; 3) duplicates accurately material taught in class or in student book; 4) contains supplementary material for listening practice and/or enjoyment; 5) speech at normal rate of speed; 6) clearly audible and distinct; 7) native voices used; 8) variety of voices (adult, children, male, female); 9) pleasant quality of voice; 10) consistent pronunciation; 11) long passages broken down into shorter segments; 12) adequate pauses for repetition; 13) confirmation of student response; 14) songs included - pleasant voices, spaces for repetition; 15) recorded materials are clearly marked for identification with units or lessons.

Evaluation Form

1) Time allotment:

2) Teacher training requirements:

3) Method:

4) Content: (central theme, organization of units, subject matter, etc.)

5) Teacher's Manual:

6) Student book:

7) Visual Aids:

8) Audio Aids:

9) Articulation of this program with next levels:

10) General comments: critical evaluation of total program, plus your comments on any specific areas of strength or weakness. This is the 'meat' of the evaluation, and should reflect your best judgment and sincere convictions regarding FLES and its full implications.

Signature of Evaluator ________________

Date ________________________________

FLES MATERIALS LIST

The FLES materials which are listed here are those sets of materials which were not designed for a teaching sequence of two or more years. Although only integrated programs for two or more years were evaluated, this list of materials is provided for teachers with other kinds of FLES experiences in mind or with supplementary material needs.

FRENCH:

Eye Gate FLES Program - French* 1962

Publisher: Eye Gate House, Inc., 146-01 Archer Avenue,
Jamaica, New York 11435

Components:

First Year:

Teacher's Manual 80 picture flashcards 7 color filmstrips 8-7" 33 1/3 records Student workbook (sample)	$50.00

Second Year:

Teacher's Manual 16 color filmstrips 14-7" 33 1/3 records Student workbook (sample)	100.00

Third Year:

Teacher's Manual 24 color filmstrips 12-7" 33 1/3 records Student workbook (sample)	135.00

Additional Materials:

Workbooks	1.25
Teacher's Manuals	1.25
Set of 80 flashcards	2.70

*Note: Filmstrips for French, German and Spanish are interchangeable except for the first five or six frames, which are peculiar to the country where the particular language predominates. See evaluation of German program, this publisher, for further information about the materials.

French for Elementary Grades

Publisher: Jam Handy School Service, Inc., 2781 East Grand Boulevard, Detroit, Michigan 48211

Components:

- 6 filmstrips, color, no text
- 3-12" 33 1/3 double-faced, microgroove, unbanded records; native voices; pauses; reinforcement and additional pause; sound signal for filmstrip.
- Teacher's Guide: a 4-page sheet, describes objectives, suggest activities, contains transcription of recorded narration, no translations.

Cost: Complete Kit of items listed $49.50

Description: Can be used in any grade from 3-6. Filmstrips depict: *La famille de Robert*; *Robert se prépare pour l'école*; *Robert va à l'école*; *Suzanne apprend le calendrier*; *Chez Suzanne et Robert*; *Suzanne et Robert font des achats*. Limited usable vocabulary; minimum structures; pictures reflect culture; activities suggested; no reading or writing.

French for Young Americans

Publisher: National Textbook Company, 8259 Niles Center Road, Skokie, Illinois 60076

(In preparation.)

Elementary French for Young Americans

Publisher: SVE, Inc., 1345 Diversey Parkway, Chicago, Illinois 60614

Author: Jose Sanchez, Ph.D., and others

Components:

- 6 filmstrips, color, cartoon type, American culture, uncluttered, appealing, average 48 frames.
- 3-12" 33 1/3 double-faced records with Guide.

Cost:

Each filmstrip with record, Guide	$8.00
Set of 6 filmstrips, 3 records, Guides	35.10

Description:	Filmstrips depict: Classroom, After School, With the Family, At Home, In the Morning, and Pierre's Birthday Party. Speech slower than normal, clear and distinct. Same filmstrips used in Spanish, German and French.

French for Beginners

Publisher: Teaching Audials and Visuals, Inc., 250 West 57th Street, New York, New York 10019

Director and Supervisor of production: Ruth Cornfield

Components: (May be used as separate units complete in themselves, or as a course)

6 filmstrips, full color, drawings of French daily life, no captions, 30 frames average

6-12" 33 1/3 banded records. Dialogues, patterns, conversations. First band introduces concepts from filmstrip; other band build on concepts and introduce new patterns and structures; dialogue approach; many native voices.

Wall Chart, 20" X 26", canvas, color, combines all scenes from filmstrip into one picture.

Pin Pointer: to select portions of record

Script: printed copy of material on record

Teacher's Manual: explains basic use of each unit, suggests additional use of materials

Cost:	Each unit, containing all above components	$33.00

Description: Filmstrips depict: La Salle de Classe; A L'Ecole; Ma Famille; Ma Maison; Ma Petite Ville; Aux Tuileries.

GERMAN:

German for Young Americans

Publisher: National Textbook Company, 8259 Niles Center Road, Skokie, Illinois 60076

(In preparation.)

Elementary German for Young Americans

Publisher: SVE, Inc., 1345 Diversey Parkway, Chicago, Illinois 60614

Author: Jose Sanchez, Ph.D., and others

Components:

6 filmstrips, full color, cartoon type, American culture, uncluttered, appealing, average 48 frames.
3-12" 33 1/3 double-faced records with Guide.

Cost:

Each filmstrip with record, Guide	$8.00
Set of 6 filmstrips, 3 records, Guides	35.10

Description: Filmstrips depict: Classroom, After School, With the Family, At Home, In the Morning, and Peter's Birthday Party. Speech slower than normal, clear and distinct. Same filmstrips used for Spanish, German and French.

SPANISH:

Eye Gate FLES Program - Spanish* 1962

Publisher: Eye Gate House, Inc., 146-01 Archer Avenue,
Jamaica, New York 11435

Components:

First Year:

Teacher's Manual 80 picture flashcards 7 color filmstrips 8-7" 33 1/3 records Student workbook (sample)	$50.00

Second Year:

Teacher's Manual 16 color filmstrips 14-7" 33 1/3 records Student workbook (sample)	$100.00

Third Year:

Teacher's Manual 24 color filmstrips 12-7" 33 1/3 records Student workbook (sample)	$135.00

Additional Materials:

Workbooks	$1.25
Teacher's Manuals	$1.25
Set of 80 flashcards	$2.70

*Note: Filmstrips for Spanish, German and French are interchangeable except for the first five or six frames, which are peculiar to the country where the particular language predominates. See evaluation of German program, this publisher, for further information about the materials.

Elementary Spanish for Young Americans

Publisher: SVE, Inc., 1345 Diversey Parkway, Chicago,
Illinois 60614

Author: Jose Sanchez, Ph.D., and others.

Components:

6 filmstrips, color, cartoon-like, American culture, uncluttered, appealing, average 48 frames.
3-12" 33 1/3 double-faced records with Guide

Cost: Each filmstrip with record, Guide $8.00
Set of 6 filmstrips, 3 records, Guides 35.10

Description: Filmstrips depict: The Classroom, After School, With the Family, At Home, In the Morning, and Carlos' Birthday Party. Speech slower than normal, clear and distinct. Same filmstrips used for Spanish, German, and French.

Spanish for Beginners

Publisher: Teaching Audials and Visuals, Inc., 250 West 57th Street, New York, New York 10019

Director and Supervisor of production: Ruth Cornfield

Components: (May be used as separate units complete in themselves, or as a course)

5 filmstrips, full color, drawings of Spanish life, no captions, 30 frames average
5-12" 33 1/3 banded records. Dialogues, patterns, conversations. First band introduces concepts from filmstrip; other bands build on concepts and introduce new patterns and structures; dialogue approach; many native voices.
Wall Chart, 20" X 26", canvas, color, combines all scenes from filmstrip into one picture
Pin Pointer: to select portions of record
Script: printed copy of material on record
Teacher's Manual: explains basic use of each unit, suggests additional use of materials.

Cost: Each unit, containing all above components $33.00

Description: Filmstrips depict: *La Clase*; *En la Escuela*; *Mi Familia*; *Mi Casa*, *Mi Pequeña Cuidad*.

THE NASDTEC-MLA MINIMAL OBJECTIVES FOR MODERN FOREIGN LANGUAGE TEACHERS

(This section is taken from the _Guidelines for Teacher Education Programs in Modern Foreign Languages_, a cooperative effort of the Modern Foreign Language Teacher Preparation Study of the Modern Language Association and the National Association of State Directors of Teacher Education and Certification with the support of the Carnegie Corporation of New York. They were approved by the MLA in 1965 and NASDTEC in 1966.)

The program to prepare a beginning modern foreign language teacher must provide him with the opportunity to develop:

1. Ability to understand conversation at normal tempo, lectures, and news broadcasts.
2. Ability to talk with a native with a command of vocabulary and syntax sufficient to express his thoughts in conversation at normal speed with reasonably good pronunciation.
3. Ability to read with immediate comprehension prose and verse of average difficulty and mature content.
4. Ability to write a simple "free composition," such as a letter or message, with clarity and correctness in vocabulary, idiom, and syntax.
5. An understanding of the differences between the sound systems, forms, and structures of the foreign language and of English and ability to apply this understanding to modern foreign language teaching.
6. An awareness of language as an essential element of culture and an understanding of the principal ways in which the foreign culture differs from our own. Firsthand knowledge of some literary masterpieces and acquaintance with the geography, history, art, social customs, and contemporary civilization of the foreign people.
7. Knowledge of the present-day objectives of modern foreign language teaching as communication, and an understanding of the methods and techniques for attaining these objectives. Knowledge of the use of specialized techniques, such as educational media, and of the relation of modern foreign language study to other areas of the curriculum. Ability to evaluate the professional literature of modern foreign language teaching.

The NASDTEC-MLA "Minimal Objectives for a Teacher Education Program in Modern Foreign Languages" are based on the "Good" level of the "Qualifications for Secondary School Teachers of Modern Foreign Languages," _The Bulletin of the National Association of Secondary School Principals_, XXXIX (November, 1955), as revised in Wilmarth H. Starr, "MLA Foreign Language Proficiency Tests for Teachers and Advanced Students," _PMLA_, LXXVII September 1962, Part 2.

The Indiana Language Program

The Indiana Language Program, a state-wide program based at Indiana University and supported by Ford Foundation funds, began its activities in 1962. The Program's purpose is to encourage and strengthen the study of foreign languages in Indiana; it serves both as a catalyst and as a guide in efforts to strengthen foreign language education.

Indiana University had already given clear recognition of its direct responsibility to the schools of the state, before the Indiana Language Program came to Indiana University, by appointing a group of special subject-area coordinators to full-time work with the high schools throughout the state. The University atmosphere made it easier for the cooperation so necessary in a state-wide program, such as that of the Indiana Language Program which works not only with the School Coordinator for Foreign Languages, but also with the State Department of Public Instruction, the State Supervisor of Foreign Languages, and other state agencies.

Some of the projects which the Indiana Language Program has originated or supported are:

1. intensive institutes for high school foreign language teachers;
2. Cuban Refugee Training Project;
3. scholarship incentive program for young people working toward careers in foreign languages (including Arabic, Chinese, Japanese, Hebrew, and Korean);
4. a program making it possible for Indiana foreign language teachers to study abroad;
5. in-service training conferences and workshops;
6. two seminars for college teachers of foreign languages;
7. development of research projects in language instruction and in basic language research;
8. special institutes or conferences for supervising teachers, methods teachers, and foreign language department chairmen;
9. preparation of publications for guidance, curriculum, and language personnel;
10. a special institute for college undergraduates from Indiana colleges who plan to become foreign language teachers;

11. a summer language camp; and

12. ten Regional High School-College Foreign Language Conferences in the state.

It is the hope of the Indiana Language Program that many of these projects will become self-supporting, so that when the Indiana Language Program grant expires in 1970 much of the work begun will be continued.

A SHORT BIBLIOGRAPHY FOR FLES TEACHERS

FLES Evaluation. Includes: (1) "A Guide for Program Review," Paul E. Dammer, Paul M. Glaude, and Jerald R. Green, *Modern Language Journal*, January 1968; (2) "High School Performance of FLES and Non-FLES Students," Evelyn Brega and John M. Newell, *Modern Language Journal*, November 1967; and, (3) "The Effect of Foreign Language Study in the Elementary School upon Achievement in the Same Foreign Language in the High School," Joseph M. Vocolo, *Modern Language Journal*, December, 1967.
Materials Center, MLA-ACTFL, 62 Fifth Avenue, New York, N.Y. 10011.

FLES: Projections into the Future. A report by the FLES Committee of the American Association of Teachers of French. Edward H. Bourque and Gladys C. Lipton, Co-Chairmen. 1968.
Edward H. Bourque, Consultant, Foreign Languages, Fairfield Public Schools, 100 Reef Road, Fairfield, Conn.

The FLES Student: A Study. Edward H. Bourque, Editor. A report of the 1967 FLES Committee of the American Association of Teachers of French. 1968.
Chilton Books, Educational Division, 401 Walnut Street, Philadelphia, Pennsylvania 19106.

The Student's World Is the World. Virginia Garibaldi Allen, Compiler, F. André Paquette, Editor. A report designed to extend the dialogue begun in the National Invitational Work Conference, "New Dimensions in the Teaching of FLES," co-sponsored by the Indiana Language Program and the American Council on the Teaching of Foreign Languages, November 8-9, 1968 in Minneapolis, Minnesota. Published by the Indiana Language Program. 1969.
Materials Center, MLA-ACTFL, 62 Fifth Avenue, New York, N.Y. 10011.